

The State of Web-based Academic Advising Services in the Age of the Portal

State of Ohio

NACADA National Conference 2008
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Outline

- What is CENTSS?
- Why is the State of Ohio interested?
- How did institutions participate?
- Preliminary results
 - Role of Academic Advising
 - Implications
- Cognitive processing models
- Adopting best practices and new applications.



Ideal online student services

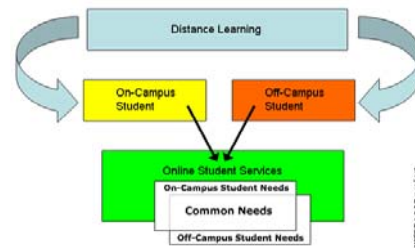
Student-centered service:

- No service more than three clicks to get information and service that a student needs
- Portal must be customizable to each individual
- A single sign-on for each individual, no matter what part of the system they are using.



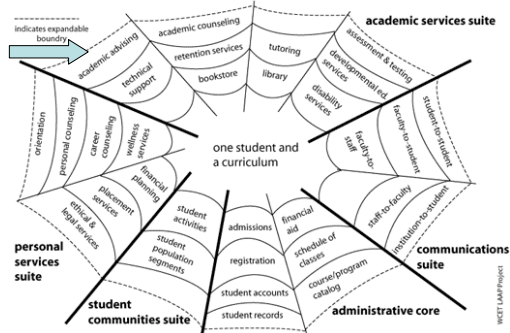
Savarese, J. (2005). Winning Loyalty through Service

<http://www.sewardinc.com/centss/index.html>



*Western Cooperative for Educational Telecommunications

Student Services for Online Learners



<http://www.wcet.info/projects/laap/guidelines/overview.asp>



Evolution of Web Services Four Distinct Generations

Generation I - Institutional View

- What
- Silos/departments
- Institutional Perspective Text

Generation II - Customer View

- Information is Grouped by Interest
- Who then What
- Institutional Perspective Text

Generation III - Web Portal(s)

- My Home Page
- My Interest and
- My Perspective
- My Transactions
- Integration of My information

Generation IV - High Touch & High Tech (inside/outside portal)

- Text Interaction
- Decision Criteria
- How - guided step-by-step
- Experiences / Relationships
- Advising
- Enterprise-wide portal
- Social Networking Tools

Source: *Creating High Touch/High Tech Online Student Services*. Darlene Barrett, 2001


CENTSS CENTER FOR TRANSFORMING STUDENT SERVICES **AUDIT** student services / Academics History

- Pat Shea – WCET; Darlene Burdett
- Partnered with Minnesota State Colleges & Universities; Paul Wasko
- Researched best practices in 20 student services from the **student's perspective** of **services online** for the **undergraduate student**
 - Adding 11 more interactive based services
- Developed a list of critical components for each service
- Each critical component evaluated against four generations of evolutionary sophistication

How do I find out more about CENTSS?

Center for Transforming Student Services Web Site:
<http://www.sewardinc.com/centss/index.html>

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 Executive Director
 Director of Digital Strategies
 Seward Inc.
 2200 East Franklin Ave.
 Minneapolis, MN 55404
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 Web site: <http://www.sewardinc.com>



CENTSS CENTER FOR TRANSFORMING STUDENT SERVICES **AUDIT** student services / Academics

Critical Component: *As a student, I can make an appointment with an academic advisor*

- **Generation 1:** Student can find office location/telephone for scheduling an appointment
- **Generation 2:** Student can email advisor for appointment
- **Generation 3:** Student can view advisor's calendar online and select appointment
- **Generation 4:** Student can use his calendar as a filter against advisor's calendar to find appointment; Can request reminder to be sent 24 hours in advance with appropriate preparation material

CENTSS CENTER FOR TRANSFORMING STUDENT SERVICES **AUDIT** student services / Academics

Two types of audits are available:

1. **Individual Audit**
 - Reviews one website from the point of view of an institution, school, department or other similar group.
2. **Group Audit**
 - Compares one website audit against groupings of other audits. Groupings other 2-year/4-year institutions, institutions of similar student size, etc.

CENTSS CENTER FOR TRANSFORMING STUDENT SERVICES **Online Audit Final Report**

Service: Administrative Core > Admissions

Question 1: Find out about the admissions process:

Generation 0	100%
Generation 1	100%
Generation 2	100%
Generation 3	100%
Generation 4	100%

Question 2: Find admission requirements:

Generation 0	100%
Generation 1	100%
Generation 2	100%
Generation 3	100%
Generation 4	100%

Question 3: Determine deadlines:

Generation 0	100%
Generation 1	100%
Generation 2	100%
Generation 3	100%
Generation 4	100%

Question 4: Determine costs:

Generation 0	100%
Generation 1	100%
Generation 2	100%
Generation 3	100%
Generation 4	100%


Question 5: Schedule a campus visit:

Generation 0	100%
Generation 1	100%
Generation 2	100%
Generation 3	100%
Generation 4	100%

Question 6: Find directions to campus:

Generation 0	100%
Generation 1	100%
Generation 2	100%
Generation 3	100%
Generation 4	100%

Example of individual audit results for Admissions service area. This shows quantitative feedback and generation results by critical component.



Why is the State of Ohio interested?

- Ohio is becoming a system – University System of Ohio <http://universitysystem.ohio.gov/>
- To improve Web-based student services
- Gap analysis of technology dedicated to student services as a means to calculating ROI
- To provide some basis for making technology purchases at system, collaborative, or institutional level

Ohio Institutional Participation

- 15 out of 23 Ohio public two-year institutions
- 8 four-year institutions with 6 out of 13 publics
- 2 private institutions
- Pilot program Winter 2007 with four institutions
- October 2007 program expanded to 12 more institutions
- April 2008 all 16 institutions took CENTSS version 2.0 – improved reporting
- October 2008 6 new institution are taking CENTSS version 2



Institutions participating

- Belmont Technical College
- Clark State Community College
- Columbus State Community College
- Cincinnati State Community College
- Cuyahoga Community College
- Hocking College
- Lakeland Community College
- Lorain County Community College
- Marion Technical College
- Owens Community College
- Sinclair Community College
- Stark State Technical College
- Terra Community College
- Washington State Community College
- Zane State
- Miami University
- Ohio University
- University of Cincinnati
- The University of Toledo
- University of Akron
- University of Findlay
- Tiffin University
- Shawnee State University



Focus of CENTSS's Items for Academic Advising

- Department philosophy
- Advisor information
- Course registration
- Educational planning
- Academic standing

Academic Advising CENTSS Items	2 Yr	4yr	Average
Services, philosophy and responsibilities	1	2	2
Information about advisors	1	2	1
How to contact advisors	1	2	2
Schedule appointments	0	1	1
Meet with advisor	1	1	1
Academic offerings	2	2	2
How prior experience can apply to current goals (e.g. transcript evaluation)	1	1	1
Develop an educational plan	0	1	1
Build a class schedule	3	3	3
Run a degree audit	0	4	3
Add/drop a class	3	3	3
View grades	3	3	4
Calculate gpa	3	2	2
Learn about graduation requirements	1	2	2
Averages	1.428571	2.071429	2

CENTSS Administrative Categories	2 Yr	4yr	Average	Category of service
Communications-Institution-to-Student	2	3	2	Communication suite
Placement Services	2	2	2	Personal service suite
Orientation	2	2	2	Personal service suite
Personal Counseling	2	1	1	Personal service suite
Career Services	2	2	2	Personal service suite
Student Activities	2	2	2	Student Communication suite
Student Population Segments	2	2	2	Student Communication suite
Averages	2.12	2.06	1.95	

Detailed

Categories	2 yr	4yr	Average 1
Academic suite	2.00	2.43	2.21
Administrative core	2.33	2.00	2.17
Communication suite	2.00	3.00	2.50
Personal service suite	2.00	1.75	1.88
Student Communication suite	2.00	2.00	2.00
Averages			2.15
Academic advising	1.42	2.07	

General findings for Advising

- Generally lower averages than other Web-based services – but not significantly lower.
- Advising shares averages with other human resource rich services, i.e. career services, orientation, etc.
- Question: Are the items chosen for academic advising best represent “elements” of academic advising? What is missing?
- Need to combine elements from several audits to represent the responsibilities of any particular academic advising office.

<http://centss.olin.org/manager/>



Benefits to institutions

- Development of common language and items for consideration
- Identification of “low hanging fruit” services that can be added with little investment
- Creation of an implementation plan that identifies web-based student services that
 - might be better acquired in collaboration with regional or statewide solutions; or
 - developed locally at enterprise or Web 2.0 level



Benefits to the State of Ohio

- Identification of web-based student services that might be better provided in as a collaborative statewide solutions
 - Examples: U Select (CAS), OhioLink, Smarthinking, Elluminate, Customer Relationship System, and Bb
 - Let institutions buy in to collaborative services when they are ready



Cognitive processing and portals

- Compare Bloom’s taxonomy to computer information science DIKW model
- Where should development and investment for advising be focused?
- Implications for academic advising



Bloom’s Taxonomy: Cognitive*

- **Knowledge:** Recall data or information.
- **Comprehension:** Understand the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one’s own words.
- **Application:** Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place.

* An newer version has been developed by Anderson, L.W. and Krathwohl, D.R. eds. (2001).



Bloom’s Taxonomy: Cognitive

- **Analysis:** Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences.
- **Synthesis:** Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.
- **Evaluation:** Make judgments about the value of ideas or materials.



DINK model*

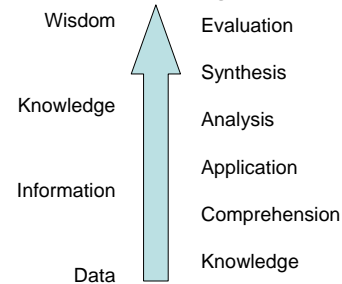
Evolution of Course Registration Systems

- Data - ways of expressing things
- Information - the arrangement of data into meaningful patterns
- Knowledge - the application and productive use of information
- Wisdom - the discerning use of knowledge

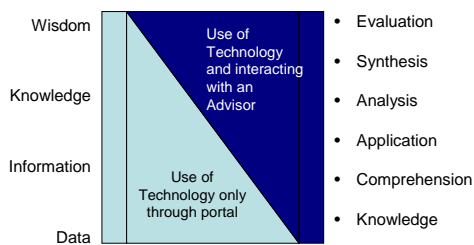
Davis, S. & Botkins, J. (1994).; Sharma, N. (2008).; and Zeleny, M. (1987).



The art and science of academic advising



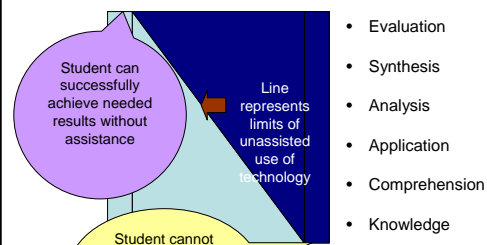
Assessing technology and learning outcomes



Conceptualization by G. Steele and K. Thurman



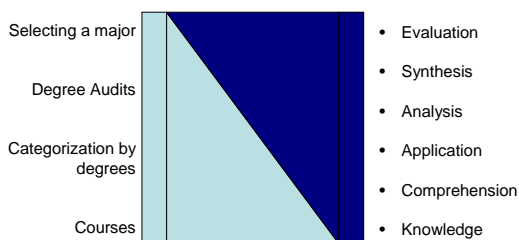
Assessing technology and learning outcomes



Conceptualization by G. Steele and K. Thurman



Assessing technology and learning outcomes



Conceptualization by G. Steele and K. Thurman



Portals



- Data driven
- Designed to provide answers to specific issues or questions
- Can show relationship and possible future consequences through planning tools
- Philosophically a positivistic point of view – the world is made of small parts that can be manipulated

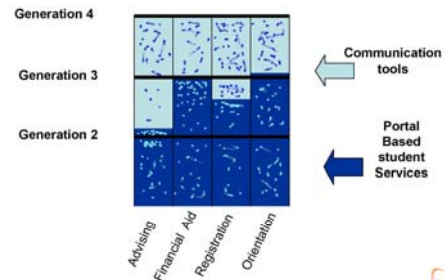


Communication between students and advisors

- Telephone
- E-mail and list serves
- Blogs, instant messaging, Wiki and discussion boards – any combination of Web 2.0 and social networking tools
- Course Management Systems (CMS)
- Online surveys
- Net Meetings – Collaborative Software: enhanced use of interaction tools and use of video or audio



Blending Enterprise and Web 2.0 Systems



Implication for advising

- Many of the technology communication tools academic advising can use can to improve Web-based student services can be inexpensively implemented (Web 2.0).
- The time is now for advisors to be heard on campuses in regard to use of technology for both portal and communication technologies.



Implication for advising

- Is this a new age for advising?
 - Career ladder – can we have one without technology competency?
 - Advising future for full time advisors is as generalists? We use to view our specialty as within a silo – in the future it is how we cut across silos and help students integrate data, information, and knowledge, while addressing issues of value.
 - Movement from specialized fields of advising (i.e. academic advising) to advising (NACADA?)



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Student Service Area: Academic Counseling

Find information about my institution's academic counseling services, including purpose and specific services provided.

GEN	DISTRACTOR
0	Cannot find information or services on the web.
1	View general information about the institution's academic counseling services, along with its general philosophy and the roles and responsibilities of students and advisors.
2	Link to the institution's description of academic counseling services, including the philosophy and roles and responsibilities for the type of student I am (e.g., freshman, transfer, graduate student).
3	Log in to MyAccount and link to information about the institution's academic counseling services, along with its philosophy and roles and responsibilities relevant to me. Receive a welcome message introducing the institution's academic counseling services.
4	Use a link in my community space to find out information about my institution's counseling services. Maintain a record of all communications with the office in a secure area of my community space.

Find a counselor to contact in my area of need.

GEN	DISTRACTOR
0	Cannot find information or services on the web.
1	View an online list of counselors, with phone number (including area code), e-mail, and office addresses.
2	Search the online directory for a counselor's name, find phone number (including area code), e-mail, and office address, along with office hours (including time zone). Link to map to locate office. Launch an e-mail from the web via a counselor's address.
3	Save a link to my counselor's directory information, described above in MyAccount. Launch an e-mail from the web via my advisor's address. Receive a confirmation, containing e-mail response policy and whom to contact if response is not received within time specified.
4	Use the link, pre-populated in MyAccount, to a live chat or instant messaging option with my counselor during designated hours. Use a virtual, knowledge-based agent to obtain information and recommendations when live help is not available. Maintain a record of all communications in MyPortfolio.

Schedule an appointment with a counselor.

GEN	DISTRACTOR
0	Cannot find information or services on the web.
1	View hours my counselor is available, along with instructions for scheduling an appointment via the phone or for dropping by the office.
2	Link to and fill out an online form to request an appointment during designated office hours. Receive an e-mail with time and date of appointment.
3	Link to my counselor's calendar from MyAccount. Select and reserve a slot.
4	Log in to MyAccount and submit reason for requesting an appointment with a counselor. Based on reason and information stored in my profile, receive selection of times matching my availability and the amount of time recommended for this type of appointment. (Smart calendar varies length of the appointments, based on reasons.) Select an appointment slot convenient to me, and set time for advance reminder message. Find link to customized materials and advice for preparing for appointment via e-mail or posted in MyAccount.

Access helpful resources such as publications, presentations, tips, and links to other sources of assistance.

GEN	DISTRACTOR
0	Cannot find information or services on the web.
1	View general information about sources of assistance.
2	View web page with lists of downloadable materials.
3	View information on an institution-sponsored wiki, blog, or web page for my institution's counseling services.
4	Counselor portal with access to helpful resources such as publications, presentations, tips.

Obtain assistance in school studies, such as study skills classes, personal growth seminars, and workshops.

GEN	DISTRACTOR
0	Cannot find information or services on the web.
1	Read general information about the kinds of resources available on and off campus.
2	View web page with lists of downloadable materials and workshop dates.
3	As one of the services I selected in MyAccount, receive links to information about study skills classes, seminars, and workshops. Bookmark my favorites for future reference.
4	Select the option to receive timely and appropriate messages, based on my profile and preferences, to help me stay on track and aware of resources to help me.

Access information about semester withdrawal requests, alternative readmission evaluations, course drop, leave of absence.

GEN	DISTRACTOR
0	Cannot find information or services on the web.
1	View general information about how to perform withdrawal requests, alternative readmission evaluations, course drop, and leave of absence by phone or in person.
2	Link to the registration site, and use an ID and password to log in, and fill in an online request form to withdraw, readmit, drop a course, or initiate a leave of absence.
3	Log in to MyAccount and view my current class schedule, and initiate a withdrawal request, readmit, course drop, or leave of absence.
4	Log in to MyAccount and follow step-by-step guided process to assist my decision making. Information includes how to talk with instructors, tutoring options, help with life events that may interfere with continuing education, and possible impact on my financial aid, major, graduation date, etc.