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National Academic Advising Association



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## Advisor Evaluation

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## Goals of Presentation

- Evaluation versus assessment
- Goals of advisor evaluation
- Foci of advisor evaluation
- Methods of advisor evaluation
- Data collection
- Use of data

## Let's start with a definition...

Evaluation:

- A judgment of value or worth (Creamer and Scott, 2000)
- To ascertain or fix the value or worth of (American Heritage Dictionary, 2007)
- To examine and judge carefully; appraise (yourDictionary.com, 2007)

## Purposes of Advisor Evaluation

- to collect information with the goal of improving advisor effectiveness
- to collect information as part of performance evaluation
- to collect information on individual advisors as part of an overall assessment process

...these are not necessarily mutually exclusive purposes

## Evaluation or Assessment?

### What Distinguishes Evaluation from Assessment?

- *evaluation* usually measures *effectiveness*
- *assessment* usually measures *outcomes*
- evaluation of individual performance may be used as part of an overall assessment designed to measure program outcomes
- evaluation is episodic while assessment should be continuous and imbedded in the culture
- evaluation focuses on individual performance while assessment focuses on programmatic issues

## Formative or Summative?

Formative evaluation

- focuses on how to improve advisor effectiveness (future)
- tends to be regular but episodic

Summative evaluation

- summarizes effectiveness over a period of time (past)
- often used to compare against specific criteria

Combined, they provide the best overall picture of effectiveness

## Foci of Advisor Evaluation

### Advisor knowledge

- accuracy and timeliness of information provided

### Advisor helpfulness

- perceived interest and concern
- usefulness of information provided

### Advisor accessibility

- availability of advisor

## Models of Advisor Evaluation

- Student evaluation
  - typically satisfaction surveys re: process
- Peer review
  - typically 3<sup>rd</sup>-party observation
- Self review
- Supervisor review
- 360° review

## Types of Measurement and Data

- Qualitative
- Quantitative
- Direct
- Indirect
- Multiple measures!!!

## Types of Measurement and Data

- Qualitative
  - exploratory
  - small samples
  - open-ended
  - emerging information
  - subjective, inductive interpretation of data
    - examples
      - focus groups
      - case studies
      - naturalistic observation

Information/data in form of rich, in-depth responses (words)

## Types of Measurement and Data

- Quantitative
  - descriptive
  - large samples
  - structured
  - objective, deductive interpretation of data
    - examples
      - questionnaires
      - surveys
      - experiments

Information/data in form of numbers, measures (statistics)

## Types of Measurement and Data

- Direct
  - may be qualitative or quantitative
  - examples
    - direct observation of advising interaction
    - pre-test/post-test of variable leading to desired outcome
    - standardized test or inventory measuring student learning
    - tracking of student data (enrollment rates, retention rates, GPAs, transcript analysis, etc.)
    - counts of use of services
    - advisor:student ratios

## Types of Measurement and Data

- Indirect
  - may be qualitative or quantitative
  - examples
    - focus groups
    - surveys, questionnaires
    - interviews
    - reports
    - tracking of student perceptions (satisfaction, ratings of advisors, ratings of service, etc.)
    - tracking of advisor perceptions (student preparedness, estimation of student learning, etc.)

## Gathering Data

- College/Center satisfaction surveys
- nationally normed surveys
- student knowledge and behavior
- institutional data (e.g., time to graduation, graduation rates, review of semester schedules, etc.)
- focus groups

## Gathering Data

### Examples of instruments

- ACT *Survey of Academic Advising*
- Noel-Levitz *Student Satisfaction Inventory (SSI)*
- Winston and Sandor's *Academic Advising Inventory (AAI)*
- CAS *Standards and Guidelines for Academic Advising* website
- <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/CAS-Advising-Standards.aspx>

### NACADA Assessment of Advising Commission website

- <http://www.nacada.ksu.edu/Community/Commission-Interest-Groups/Administration-of-Advising/Assessment-of-Advising-Commission.aspx>

## Dangers of Satisfaction Surveys

there is often a difference between an advisee receiving good, effective academic advising and being satisfied with the advising process:

- if any negative information is exchanged during the advising interaction, the student may respond negatively to the survey items even though the information provided was correct and the process of the interaction was appropriate
- the student will likely rate the advising provided based on the type of interaction desired (e.g., informational, relational)

## Use of Evaluative Data

- Goal setting
- Professional development
- Reward and recognition
- Program improvement

## Goal Setting

- Identification of goal/ideal state
- Determination of current state
- Comparison of current state versus goal/ideal state
- Delineation of steps and subgoals to reach goal state
- Delineation of timetable and benchmarks along way

## Professional Development

- Use evaluative data to identify needs
- Use evaluative data to justify development opportunities
- Use evaluative data to determine content of development opportunities

## Reward and Recognition

- Most institutions do not reward or even recognize the value of effective academic advising
- Linking of reward and recognition to effective academic advising send a clear message about the importance of advising to the institution

## Reward and Recognition

- Forms of reward and recognition
  - release time from teaching or committee work
  - as part of tenure and promotion
  - financial incentives and rewards
  - as part of annual staff and employee recognition awards
  - plaques, certificates, parking ☺
  - external recognition

## Program Improvement

When used as part of an overall assessment program, advisor evaluation can provide important data regarding the goals, needs, and shortcomings of advising services in general

## Performance Evaluation

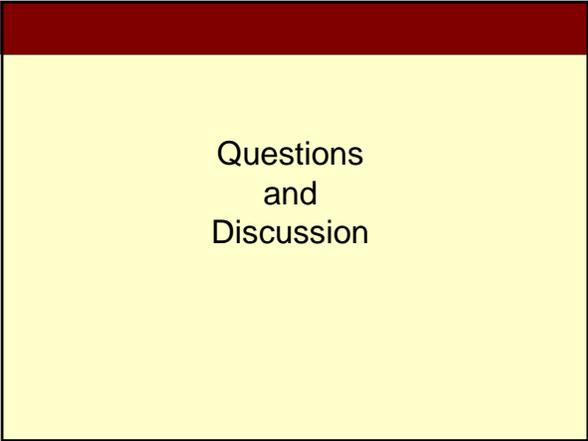
If utilizing your advisor evaluations as part of overall performance evaluation process, be informative and clear that you are doing so...

...conversely, if you are not using advisor evaluation data as part of performance evaluations, communicate that from the start to attain cooperation and trust in the process

## Inclusion is Key

- Academic advisors who will be evaluated should be involved from the start
- Academic advisors who will be evaluated should be informed regarding the purpose of the evaluation
- Academic advisors who will be evaluated should provide input and feedback along the way

... to promote buy-in and cooperation



Questions  
and  
Discussion