OBJECTIVES

- IUPUI’s Advising Outcomes
- Administering the Survey
- Understanding Results
- Data-Driven Change
- Your Assessment
PAPER
Advising Outcomes
Campus Report

WEB: iu.box.com/CARLI
The Paper Handouts
School Reports (SCI/PETM/UC)
Survey (CARLI)
Slides from Presentation
THANK YOU!

JAMES ECKERTY, School of Public and Environmental Affairs
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MIKKI JESCHKE, Health & Life Sciences, University College
DANNY KING, Purdue School of Engineering & Technology
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TIMOTHY O’MALLEY, IU Office of Completion & Student Success
IUPUI's ADVISING OUTCOMES (A REMINDER)
“the degree to which any form of student learning occurs [in advising] is due, in part, to the processes involved in the delivery of academic advising”

Refined over **five years (2008-2013)**

Represent **minimum** expectations

- what advisees will be able to do as a result of advising (SLOs)
- the processes and delivery of advising (P/DOs for advisors)
6 Domains

1. Intellectual and Personal Growth
2. Engagement
3. Career Planning
4. Academic Planning and Progress*
5. Resources
6. Policies and Procedures
4. Academic Planning and Progress

**Students** will be able to...

- Understand the requirements of their degree, including prerequisites, difficulty, course availability, and RISE opportunities.

**Advisors, faculty, and staff providing student services** will...

- Be knowledgeable about why prerequisite structures exist
- Publicize and point out RISE opportunities
Formally adopted by the Campus Advising Council in Spring 2013

Presented to the Deans Council in February 2014
Spring 2014 Pilot

- SPEA JRs and SRs (118 Participants)
- Informed Development of Tool
  - Updated language to reflect new advising technologies
  - Added open-ended response
  - Added satisfaction questions
IUPUI CAMPUS-WIDE SURVEY
SPRING 2015
Quantitative Survey (CARLI)
IRB Approved
Sample of Students from IR
NSSE Complication
Incentive ($20 gift cards from JACADA)
Emails/Fliers/Newsletter Ads
March and April 2015

Online via IU Webform technology

Students authenticated and then read study info sheet
1,069 Unique Responses from Eligible Students (Enrolled SP 2015)
- Over-Rep: Female, Native-to-IUPUI, Fulltime, White, Sophomores, Juniors

Assessment team met with 4 Schools (E&T, PETM, SCI, UC) to discuss their reports
Structure of Survey

Divided Degree Progress/Planning domain into five categories:

- Seeking Assistance from Advisor
- Feasibility of Four Year Degree
- Goal-Setting
- Understanding Degree Requirements
- Usage of Advising Technologies
Structure of Survey

Each category contained five to fifteen questions to which students responded with this scale:

- Completely Disagree (Coded as 1)
- Mostly Disagree
- Slightly Disagree
- Slightly Agree
- Mostly Agree
- Completely Agree (Coded as 6)
Structure of Survey

Each section concluded with a question about source of advising-related knowledge. (Check all that apply.)

- My Academic Advisor(s)
- Faculty Member(s)
- Fellow Student(s)
- First Year Seminar/Learning Community
- Web-Based Tools and Resources
- Other Sources Not Listed Here
- N/A. I never learned this.
<table>
<thead>
<tr>
<th>Item</th>
<th>Statement</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>43</td>
<td>I understand how to drop or add a course.</td>
<td>5.69</td>
</tr>
<tr>
<td>42</td>
<td>I understand how to access and use the Shopping Cart in Onestart/One.</td>
<td>5.48</td>
</tr>
<tr>
<td>15</td>
<td>I regularly set grade-related goals in particular courses.</td>
<td>5.44</td>
</tr>
<tr>
<td>10</td>
<td>I have developed a degree plan that suits my personal goals and interests.</td>
<td>5.44</td>
</tr>
<tr>
<td>30</td>
<td>I understand how to check for pre-requisites to courses I plan to take.</td>
<td>5.41</td>
</tr>
</tbody>
</table>
## 5 Items of Least Agreement

<table>
<thead>
<tr>
<th>Statement</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>(37) I find the courses within my major to be more difficult than the courses outside of my major.</td>
<td>4.27</td>
</tr>
<tr>
<td>(41) I regularly refer to my Planner/Degree Map in Onestart/One.</td>
<td>4.02</td>
</tr>
<tr>
<td>(24) I can identify courses that count toward the RISE initiative.</td>
<td>3.80</td>
</tr>
<tr>
<td>(40) I regularly refer to my Academic Advisement Report (AAR) in Onestart/One.</td>
<td>3.68</td>
</tr>
<tr>
<td>(18) After finishing my undergraduate degree, I plan to attend graduate or professional school.</td>
<td>3.63</td>
</tr>
<tr>
<td>Learning by Category</td>
<td>Mean</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Seeking Assistance From Advisor</td>
<td>4.93</td>
</tr>
<tr>
<td>Feasibility of a Four Year Degree</td>
<td>5.01</td>
</tr>
<tr>
<td>Goal-Setting (Academic and Professional)</td>
<td>5.14</td>
</tr>
<tr>
<td>Understanding of Degree Requirements</td>
<td>4.83</td>
</tr>
<tr>
<td>Usage of Advising Technologies</td>
<td>4.65</td>
</tr>
</tbody>
</table>
Native-to-IUPUI vs. Transfers
TRs have lower ($p < .001$) understanding of:
- Feasibility of 4yr Degree
- Degree Req’s

And less frequent ($p < .01$) usage of advising technologies
### Sources of Knowledge

<table>
<thead>
<tr>
<th>Source</th>
<th>Total Citations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total citations of advisor as source</td>
<td>3.1469</td>
</tr>
<tr>
<td>Total citations of faculty as source</td>
<td>1.2544</td>
</tr>
<tr>
<td>Total citations of students as source</td>
<td>1.5529</td>
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<tr>
<td>Total citations of FYS as source</td>
<td>1.6052</td>
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<tr>
<td>Total citations of web as source</td>
<td>1.4369</td>
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<tr>
<td>Total citations of other as source</td>
<td>.3340</td>
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<tr>
<td>Total citations of NA/ I never learned this</td>
<td>.3648</td>
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### Series 1

<table>
<thead>
<tr>
<th>Value</th>
<th>0.0000</th>
<th>0.5000</th>
<th>1.0000</th>
<th>1.5000</th>
<th>2.0000</th>
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<th>3.0000</th>
<th>3.5000</th>
<th>4.0000</th>
<th>4.5000</th>
<th>5.0000</th>
</tr>
</thead>
</table>
# NATIVE-TO-IUPUI VS. TRANSFERS

<table>
<thead>
<tr>
<th></th>
<th>Transfer</th>
<th>Native-to-IUPUI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Cites of Advisor</td>
<td>2.86***</td>
<td>3.29</td>
</tr>
<tr>
<td>Total Cites of Faculty</td>
<td>1.06**</td>
<td>1.35</td>
</tr>
<tr>
<td>Total Cites of Students</td>
<td>1.38*</td>
<td>1.64</td>
</tr>
<tr>
<td>Total Cites of FYS</td>
<td>.54***</td>
<td>2.13</td>
</tr>
<tr>
<td>Total Cites of Web</td>
<td>1.66**</td>
<td>1.33</td>
</tr>
<tr>
<td>Total Cites of Other</td>
<td>.46***</td>
<td>.27</td>
</tr>
<tr>
<td>Total Cites of &quot;I Never Learned This&quot;</td>
<td>.57***</td>
<td>.26</td>
</tr>
</tbody>
</table>

*** denotes significance at .001 level  
** denotes significance at .01 level  
* denotes significance at .05 level
<table>
<thead>
<tr>
<th></th>
<th>Satisfaction w/Actual Major Advising</th>
<th>IU CGPA</th>
<th>&quot;on track for 4yr Grad&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seeking Assistance From Advisor</td>
<td>.424**</td>
<td></td>
<td>.185**</td>
</tr>
<tr>
<td>Feasibility of a Four Year Degree</td>
<td>.287**</td>
<td>.211**</td>
<td>N/A</td>
</tr>
<tr>
<td>Goal-Setting (Academic and Professional)</td>
<td>.179**</td>
<td>.193**</td>
<td>.236**</td>
</tr>
<tr>
<td>Understanding of Degree Requirements</td>
<td>.338**</td>
<td>.070*</td>
<td>.279**</td>
</tr>
<tr>
<td>Usage of Advising Technologies</td>
<td>.275**</td>
<td>-.071*</td>
<td>.142**</td>
</tr>
</tbody>
</table>

** N = 1033  N = 1069  N = 1069

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).
What do you think?
In groups, discuss answers to at least one of the five questions on the front of the printed report (you’ll be assigned a question; be prepared to report out).
Planned Campus Actions

- Mandatory Transfer Advising?
- Transfer Seminar?
- Forum on Transfer Credit
- Tutorial on Degree Maps
- Better Publicize RISE
- Advising is NOT merely course scheduling
- Career Ladder incentives
Four Schools Selected

- E&T (N=140, 5.7% of School)
- PETM (N=102, 12.5% of School)
- SCI (N=171, 8.3% of School)
- UCOL (N=311, 5.6% of School)
Reminder

Each School’s report is available in the handouts folder:

iu.box.com/CARLI
Meetings With Each School

- 1.5 hrs for three, 45 min for one
- Stakeholders
- Discussion of report
- Significant Differences
- Brainstorming Action
- Follow-up email with notes
Comment at Meeting

“Thank you for taking the time to meet with us. We’ve received various reports in the past but no one has ever sat down with us to talk through it.”
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SCHOOL-LEVEL INSIGHTS & ACTIONS
## SOURCES OF KNOWLEDGE

<table>
<thead>
<tr>
<th></th>
<th>Cites of Advisor</th>
<th>Cites of Faculty</th>
<th>Cites of Stdts</th>
<th>Cites of FYS</th>
<th>Cites of Web</th>
<th>Cites of &quot;Other&quot;</th>
<th>Cites of NA/&quot;Never learned this&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Engineering &amp; Tech.</strong></td>
<td>2.80</td>
<td>1.37</td>
<td>1.73</td>
<td>1.42</td>
<td>1.36</td>
<td>0.44</td>
<td>0.41</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>3.39</td>
<td>1.19</td>
<td>1.72</td>
<td>1.58</td>
<td>1.78</td>
<td>0.32</td>
<td>0.23</td>
</tr>
<tr>
<td><strong>Phys. Ed. &amp; Tour. Mgt.</strong></td>
<td>3.28</td>
<td>1.91</td>
<td>1.84</td>
<td>2.21</td>
<td>1.31</td>
<td>0.25</td>
<td>0.40</td>
</tr>
<tr>
<td><strong>University College</strong></td>
<td>3.07</td>
<td>0.98</td>
<td>1.37</td>
<td>1.68</td>
<td>1.45</td>
<td>0.31</td>
<td>0.32</td>
</tr>
<tr>
<td><strong>Campus Total</strong></td>
<td><strong>3.15</strong></td>
<td><strong>1.25</strong></td>
<td><strong>1.55</strong></td>
<td><strong>1.61</strong></td>
<td><strong>1.44</strong></td>
<td><strong>0.33</strong></td>
<td><strong>0.36</strong></td>
</tr>
</tbody>
</table>

Green = Above Campus Mean  
Orange = Below Campus Mean
# LEARNING BY CATEGORY

<table>
<thead>
<tr>
<th>Category</th>
<th>Seeking Assistance From Advisor</th>
<th>Feasibility of a Four Year Degree</th>
<th>Goal-Setting (Academic &amp; Prof’l)</th>
<th>Understand Degree Req’s</th>
<th>Usage of Advising Tech</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering &amp; Tech.</td>
<td>4.74</td>
<td>4.84</td>
<td>5.02</td>
<td>4.66</td>
<td>4.70</td>
</tr>
<tr>
<td>Phys. Ed. &amp; Tour. Mgt</td>
<td>5.03</td>
<td>5.11</td>
<td>5.13</td>
<td>4.85</td>
<td>4.74</td>
</tr>
<tr>
<td>Science</td>
<td>5.11</td>
<td>5.08</td>
<td>5.12</td>
<td>4.97</td>
<td>4.68</td>
</tr>
<tr>
<td>University College</td>
<td>4.88</td>
<td>5.05</td>
<td>5.21</td>
<td>4.89</td>
<td>4.67</td>
</tr>
<tr>
<td><strong>Campus Total</strong></td>
<td><strong>4.93</strong></td>
<td><strong>5.01</strong></td>
<td><strong>5.14</strong></td>
<td><strong>4.83</strong></td>
<td><strong>4.65</strong></td>
</tr>
</tbody>
</table>

Green = Above Campus Mean
Orange = Below Campus Mean
PROPOSED SCHOOL ACTIONS

- E&T will better publicize minors/RISE
- E&T and UC will explore advisor assignment/engagement
- PETM creating space for peer interaction
- SCI and E&T exploring FYS fidelity
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TAKING ACTION IN YOUR SCHOOL
Consider

- **Remember that there is actionable data here!**
- Appoint an Assessment Champ in your School
- Administer CARLI on your own (next campus administration: 2017)
Consider

- Develop an assessment of one of the other domains
- Pilot in your school
- **Share with CAC**
- Boost your 2017 Response Rates and get a school consultation!
QUESTIONS?

Handouts

iu.box.com/CARLI