1. Key Strategy 4, Action Plan 1, Task 1

The mission of the CSE is to teach students the knowledge and skills needed to identify, achieve, and take responsibility for their educational, career, and personal goals, and to serve as a resource for all faculty and staff to help students to achieve those goals.

2. Key Strategy 4, Action Plan 1, Task 2

A. Effectiveness of relevant personnel with regard to Advising & Career exploration.

Goals (Effective Behaviors) for Professional Advisors that should be evaluated:
1. Work with students re: career opportunities. Determination of student’s aptitude: Determine student’s strengths and aptitude and match with potential major/career path.
2. Communicate with students about career opportunities, career paths, graduate study, career entrance requirements, licensing requirements, if any, and curricular requirements.
3. Work with students to create an appropriate academic map.
4. Advise students on opportunities to test out of certain courses
5. Identify students who have significant at-risk characteristics or who are having academic difficulty and provide appropriate interventions.
6. Inform students as appropriate of policies, procedures, deadlines
7. Deliver an effective freshmen success course in accordance with protocols and course objectives

Goals (Effective Behaviors) for Senior Advisors that should be evaluated:
1. All goals listed above
2. Communicating with UG program coordinators, department heads, faculty mentors, etc., as appropriate, about careers/majors/requirements.
Goals (Effective Behaviors) for Faculty Mentors that should be evaluated:

1. Determine if major is still a match with interests, strengths, etc. Help students determine specialties where appropriate, including minors.
2. See professional advisors, #2 – Providing more specific information in regard to major, concentration, and course choices in regard to specific interests, career and graduate school paths, including appropriate graduate programs.
3. Communicating & coordinating with undergraduate program coordinator.
4. Reviewing academic map with student and making refinements, adjustments as needed.
5. See #5, professional advisors in regard to providing intervention for academic difficulty.
6. Reinforce Southeastern’s policies, procedures, and deadlines.
7. Inform students about relevant extracurricular and career-enhancing opportunities such as UG research, conferences, student organizations, scholarships.

Goals (Effective Behaviors) for Undergraduate Coordinators that should be evaluated:

1. – 7. Same as faculty mentors if appropriate. #3 – communicating with mentors and CSE.
8. Coordinate faculty mentoring activity in the department, serving as an information resource and a facilitator.
9. Contacting students as necessary using all available tools.
10. Assisting dept head with recruiting, registration, scheduling activities, etc., asw appropriate.

B. Effectiveness of relevant personnel with regard to Advising & Career exploration.

Goals (Effective Behaviors) for All Personnel in Regard to Academic Support Services

1. Directing students to appropriate student support services and resources as needed, including, but not limited to: Financial Aid,
Tutoring Services, Supplemental Instruction, CAP Center, Counseling Center, Health Center

C. Effectiveness of training programs

Goals for Evaluating Training
1. Be able to determine if faculty mentors, undergraduate program coordinators, professional advisors, and department heads can perform skills effectively as identified in Part A.
2. Departmental secretaries should be given training on a “triage” approach to answering student needs and solving student problems; thus immediate needs and not-so-immediate needs can be directed to the appropriate resource. A resource directory that will be a part of training materials will be developed and continually updated.
3. Deans’ evaluations should include management of College’s advising programs and procedures

General Training Issues:
1. What formative evaluation procedures will be used to improve training – materials, delivery modes, content, timing (initial training, refresher training, when optimally offered)
2. What summative evaluation will be done for evaluation of training personnel


Best Assessment Practices for Measuring Success of the Advisory Process:
1. Do not want an SOT type instrument for advising
2. Need to measure general student satisfaction with CSE and advising at department level – through Current Student Survey (perhaps differentiated by freshmen, upperclass UGs, grad students) with an adequate sample at each department level? Need to measure whether advisor/mentor was available; knowledge of curriculum requirements; knowledge of policies, procedures, and deadlines; knowledge about careers and grad school opportunities; knowledge of academic support services; understanding/have professional and productive relationship
3. Need to measure satisfaction of faculty mentors, UPCs, dept heads on services/relationship with CSE – accuracy of information given
in the CSE, adequacy of academic maps, communications, and collegiality/mutual respect

4. Need to measure satisfaction of CSE personnel with faculty mentors, UPCs, dept heads—completeness/accuracy of curricular and requirement information given to the CSE, communications, and collegiality/mutual respect

5. Tracking metrics that could be impacted by advising process—change in students’ majors relative to point in academic career, time to degree, graduation rate, registration timeliness, advising activity (based on electronic records), rates of course withdrawal, drop/add, number of course substitutions/waivers, number of “advising errors” in grad apps.

For Professional Advisors—
1. Re: Work with students re: career opportunities; Determine student’s strengths and aptitude and match with potential major/career path. Do the advisees change majors later in their academic careers? This would have to be investigated as to feasibility and validity.

2. Re: Communicate with students about career opportunities, career paths, graduate study, career entrance requirements, licensing requirements, if any, and curricular requirements. CSE survey of freshmen students – midpoint and EOY.

3. Re: Work with students to create an appropriate academic map. Evaluators of professional advisors could select a random sample of academic maps and related data to review and evaluate for accuracy, adherence to curricular requirements, appropriateness.

4. Re: Advise students on opportunities to test out of certain courses. Number of students who take tests relative to number of students “eligible” to test out.

5. Re: Identify students who have significant at-risk characteristics or who are having academic difficulty and provide appropriate interventions. Sample of academic advising records.

6. Re: Inform students as appropriate of policies, procedures, deadlines. CSE survey of freshmen students – midpoint and EOY.

7. Re: Deliver an effective freshmen success course in accordance with protocols and course objectives. SOT, observations.

For Senior Advisors –
1. Same as above.
2. Re: Communicating with UG program coordinators, department heads, faculty mentors, etc., as appropriate, about careers/majors/requirements. 360 evaluation.

For Faculty Mentors –
1. Assessment of faculty mentoring should take a professional development, portfolio-based approach. The evidence presented in the portfolio should focus on the goals identified for faculty mentors in Part A.
2. A portfolio for the assessment of faculty mentoring could include: narrative descriptions of mentoring philosophy, descriptions of activity, professional development, anecdotal evidence of mentoring success, evidence of increasing mentoring skill, evidence of appropriate record keeping, evidence of accessibility to students, evidence of adherence to policy and procedure, etc.
3. Departments could elect to include other measures of assessment appropriate to departmental objectives.

For Undergraduate Program Coordinators—
1. Same as Faculty Mentors for their advising responsibilities.
2. Facilitation and coordination responsibilities should be evaluated by the department head as part of Job Effectiveness.

Do evidence summaries, meta-analyses, syntheses of at-risk indicators exist?

What do we mean by at-risk? Global dropout proneness? At risk in certain subjects such as college algebra? English 102?

Where does the available research exist? Noel-Levitz, NACADA, FYE Policy Center, John Gardner’s FYE center at USC, Worth Pickering, Astin’s research at UCLA

Need to look at Non-returning surveys -- what are the differences between gender groups, etc.?

Dr. Hall will contact committee members about homework assignments.
NOTE: Incorporate job site visits in freshman year success course as part of career exploration.
NOTE: Investigate course wait-list functionality in PeopleSoft.
NOTE: It will be extremely important that faculty mentors have training. It may be advisable to have new faculty members undergo training in order to prepare for effective mentoring with students.