

Resource Bank of Questions

For Developing or Revising Advisor/Advising Evaluations

The purpose of this Resource Bank of evaluation questions is to provide some **examples and ideas** for CSU advisors who are planning to initiate an advisor evaluation tool or update an existing evaluation. A small working group of CSU advisors examined various advising roles and job descriptions at CSU in addition to NACADA advising expectations, CAS Standards, and sample evaluations from other universities to compile a list of questions believed to not only assess students' satisfaction of their advising experience but also to gauge students' learning of graduation requirements, policies, and resources. In particular, the questions were developed so that the various job responsibilities of CSU's Key Advisors and Academic Success Coordinators were addressed.

It is expected that departments and units on campus will pick and choose from the listed questions to incorporate only those that fit for their areas, and that new and unique questions may be added. The working group that designed these sample questions also does not anticipate that all topics listed within the Resource Bank will be covered in every advising session. On the contrary, there will certainly be advising meetings in which certain topics are irrelevant and never discussed. The department or unit may choose to incorporate various evaluations in their overall assessment plan and include only certain questions based on appointment type (i.e. a different set of questions would be answered following an appointment with a senior than following an appointment with a first year student). Or, perhaps all questions (determined appropriate for that unit) are included in one evaluation used with all students simply to learn what types of questions and discussions come up during different types of appointments to better determine the needs of students overall. Aside from the Participation with Advising questions at the start of the evaluation your unit may also choose to add student identification questions so that the data could be sorted during the evaluation results review process.

Feedback on these questions is welcome, as well as sharing if and how you use them. You may contact any of the working group members for comments or questions.

Thank you,

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Resource Bank of Questions:

All responses would be rated as Strongly Agree to Strongly Disagree using a 5-point Likert scale with a N/A option unless otherwise noted.

Participation with Advising *(These two questions were included so that upon review of the evaluation responses it would be known if the student had met with an advisor at least once)*

1) I have attended a CSU new student orientation

Yes or No

2) I have met with my advisor at least once (outside of orientation)

Yes or No

Access *(Units may choose to add only one of these questions if they find them repetitive. It might be useful to include both questions if the unit is trying to assess not only the advisors' responsiveness but also if there are enough appointments available (i.e. enough advisors) to meet students' needs.)*

3) I find my advisor to be available to me by email, phone, in-person, or appointment.

4) I can schedule an appointment with my advisor when needed.

Proactive Outreach, Tracking, and Assessment

5) My advisor assists me in identifying and resolving academic issues.

6) Have you been on academic probation or have you received notification for unsatisfactory progress in one of your lower division courses?

Yes or No (If students respond No they will skip to question 9)

7) When I am having academic difficulty, my advisor contacts me and offers assistance (in the form of advising appointments, class schedule changes, campus resources, tutoring services, etc.)

8) My advisor has reached out to me with campus resources to utilize and/or encouraged me to schedule an advising appointment to create a plan for academic success.

Campus Resources, Relationships and Collaborations

9) My advisor referred me to a Career Center professional for assistance with one or more of the following items: major exploration, internships, job search, networking, career fair preparation, post degree planning.

10) Together, my advisor and I identified on and/or off campus resources that could assist me in my personal and/or professional growth.

Student Development

11) My advisor assisted me in the development of my educational and career goals while taking into consideration my interests and my academic performance.

Or you may consider separating this question into three questions:

12) My advisor assisted me in the development of my educational and career goals.

13) My advisor took my academic performance into consideration when assisting me with my goals.

14) My advisor took my interests into consideration when assisting me with my goals.

15) My advisor assisted me in my transition to Colorado State University or to my major.

16) My advisor encouraged me to engage with a wide variety/diversity of people, groups and organizations to enrich my educational experience.

Advisor/Advisee Relationship

17) I understand both my role and responsibilities and the roles and responsibilities of my advisor.

Or you may consider separating this question into two questions:

18) I understand my role and responsibilities in the relationship between my academic advisor and me at Colorado State University.

19) I understand my advisor's role and responsibilities in the relationship between my academic advisor and me at Colorado State University.

Department-specific Optional Questions

20) My advisor is knowledgeable about my program of study (major, minor, concentration, specialization, track, etc.).

21) My advisor provides guidance and resources to create an academic plan.

22) My advisor provides a clear understanding of the curriculum, relevancy of coursework, and reasons for course order recommendations or requirements.

23) My advisor is knowledgeable about and shares other opportunities outside of my program of study that are related to my academic and career interests.

Programs of Study Knowledge (*departmental specific questions can be added per departments' discretion*)

24) Based on your experience with your advisor and advising resources, please rate your awareness of the following University graduation requirements:

- minimum of 120 total credits required
- minimum of 42 overall upper division credits (300 level or above) required
- minimum of 30 upper division in residence (CSU) credits required
- minimum of 15 credits required to be taken in residence (on campus or through CSU Online) senior year
- minimum GPA of 2.0 required for AUCC categories 1-3
- minimum 2.0 cumulative GPA required

Advising Tools, Policies, and Procedures

25) Based on your experience with your advisor and advising resources, please rate your awareness of the following tools found in RAMweb:

- Degree Progress Audit
- Major Completion Maps
- 'What If' GPA calculator
- Target GPA calculator

26) Based on your experience with your advisor and advising resources, please rate your awareness of university policies related to advising:

- where to view your registration access date
- who to contact for course overrides
- late registration processes
- registration appeals
- Repeat/Delete policy
- course withdrawal

27) Based on your experience with your advisor and advising resources, please rate your awareness of where to find financial resources at CSU (e.g. grants, loans, scholarships, work study, hourly jobs, etc.):

28) Have you transferred coursework to CSU, or, are you planning to?

Yes or No (If students respond No they will not be presented with questions 28)

29) Based on your experience with your advisor and advising resources, please rate your awareness of the university transfer policies and processes:

- Transferology – to find courses that CSU will accept from a transfer institution
- The 64 credit limit of community or junior college coursework that CSU will accept
- How to submit your transcript from the transferring institution to CSU
- Minimum grade requirement of C- for transfer courses
- Transfer course re-consideration options (e.g. substitution, re-evaluation, appeal)