



Development of a Feedback System for Academic Advising

2018 AIR Forum

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Who is IDEA?

We are a nonprofit research organization dedicated to improving student learning.

Our mission

IDEA provides analytics, resources, and advice to improve student learning in higher education.

Our history

Since 1975, we have been leading the way in making a positive, sustainable impact on teaching and learning in higher education.



Feeling supported and having deep learning experiences means everything when it comes to long-term outcomes for college graduates.

Gallup-Purdue Index Report



Why Has IDEA Developed a Feedback System for Academic Advising?

**Our 40+ year Mission:
Improving learning in higher education**

**Goal of Academic Advising:
Improve student learning and academic success**



Why is a Feedback System for Academic Advising needed?

- Need for effective academic advising
- Need for evidence-based feedback
- Need for standard system based on standards



Development of the IDEA System

- **Partnership with Council for the Advancement of Standards in Higher Education (CAS)**
- **Balanced system that includes:**
 - **Program Assessment**
 - **Advisor Feedback**
 - **Student Learning Outcomes Assessment Rubric**



Feedback System Highlights and Features

- Feedback from multiple perspectives
- Aligns with professional (CAS) and accreditation standards
- Both closed- and open-ended questions
- Provides formative evaluation
- Option to add additional questions



Research Question

Which academic advising practices are most strongly associated with student self-reported progress on outcomes?



Sample

- 1,527 students rated 189 advisors at a university in NE U.S.
- 17% response rate
 - First-year/freshman 40%
 - Sophomore 30%
 - Junior 14%
 - Senior 14%
 - Other 1%



Academic Advisor Instrument

- **16 closed-ended items assessing advisor behaviors**
(1=Strongly Disagree [SD] to 5=Strongly Agree [SA], and Cannot Judge [CJ])
- **8 closed-ended items assessing student progress on advising outcomes**
(1=No Apparent Progress to 5=Exceptional Progress)
- **2 closed-ended items assessing student behavior/motivation**
(SD to SA, CJ)
- **5 closed-ended items assessing overall impressions of advising**
(SD to SA, CJ)



Academic Advisor Instrument (Continued)

- **3 closed-ended items assessing use of advising information and advisor (scale varied)**
- **14 student demographic items (scale varied)**
- **1 Open-ended comments item**



Results

Research Question Analysis

- Bayesian Model Averaging (BMA)
- Investigated which academic advising practices are most strongly associated with student self-reported progress on advising outcomes
- Key finding: **Importance of specific advising behaviors is distinctive for each advising outcome.**



Specific Findings

Advisor assistance with time-management and study skills was most important for students:

- Developing awareness of campus resources
- Developing awareness of how decisions impact goals
- Developing time management and study skills



Specific Findings

Explaining advisor's responsibility in the advising process was most important for students:

- Developing knowledge of policies, procedures, and timelines
- Developing knowledge of academic and co-curricular learning opportunities



Specific Findings

Providing a safe, welcoming, and inclusive relationship was most important for students:

- Believing advising services and resources had been beneficial
- Believing advisor had been helpful to academic success



Specific Findings

Showing interest in the student's personal growth and academic success was most important for students:

- Feeling more connected to the institution
- Believing advisor had a positive influence on them



What People are Saying

“At St. Thomas, we care deeply about academic advising, and we want to make sure we’re providing our advisors with the resources and support they need to be effective. The IDEA survey on academic advising programs provided me with essential feedback that I can use to strengthen our program.”

Wendy Wyatt, Associate Vice Provost for Undergraduate Studies, University of St. Thomas



Questions?

IDEAedu.org

