



Office of Advising Strategies
2019-2021 Assessment Plan
Assessment period June 1 – May 31
Report Deadline June 30

The mission of the Office of Advising Strategies (OAS) is to educate, lead, and advocate for advisement.

Advising is a dynamic partnership between students and advisors with each fully participating in the advising experience. The purpose of advisement at the University of New Mexico is to provide an inclusive and supportive environment where advisors assist students in making robust and informed decisions about educational plans that are consistent with their life goals.

Goal A

Students will obtain knowledge about why they registered for particular courses during advising at Freshman New Student Orientation.

Benchmark AUO A1

75% of students will obtain knowledge about course placement and/or transfer work.

Benchmark AUO A2

60% of students will obtain knowledge of how the courses recommended by their advisor fit within the context of a degree plan.

Questions Answered:

Will students recognize that their ACT/SAT/AP/IB scores, transfer, and/or dual credit courses were a part of why they registered for particular courses?

Will students recognize why an advisor recommended particular courses?

Will students recognize their courses within a degree plan for their major/program?

Information/Evidence collected:

Questions on NSO survey – students self-reporting

(Potential survey question to measure A2: Some of the courses I registered for fulfilled a requirement for (a) general education (b) a pre-requisite for a required class (c) an introduction to my major and/or interest, (d) all of the above (e) I am not sure.)

Goal B

Identify how communication flows within colleges to provide advisors with pertinent information about the degree programs for which they advise.

Benchmark AUO B1

College advising units will provide advisors information about their degree program(s) so they remain current in their advising practice.

Benchmark AUO B2

Advisors will identify how their college provides information to them about their degree program(s) to aid in their advising practice.

Questions answered:

How does information flow? (Potential information flows could be faculty to advising managers/supervisors to an advisor, advisor to manager, from advisor to faculty to manager, faculty meeting notes, decisions to or from the department Chairs, etc.)

What structure is in place for colleges to update advisors?

Who serves as an intermediary in information sharing?

What is the comparison between managers and advisors in their perception of information flow?

Information/Evidence collected:

OAS survey to managers asking about the flow of information and level of information shared.

OAS survey to advisors asking about the flow of information and level of information shared.

Collect graphical depictions of information flows from managers and some advisors.

Goal C

Ensure that OAS provides onboarding and ongoing professional development to advisors that develops and enhances their advising practice.

Benchmark AUO C1

New Advisors will complete the Advising Online course to understand UNM academic advising programs, policies, and practices in preparation for advising students.

Benchmark AUO C2

During Advising Matters and/or Advisor Institute(s) advisors will obtain information to remain current in their advising practice and/or enhance their skills.

Questions answered:

Are new advisors receiving training that prepares them for advising students?

Is the time frame allotted for training new advisor conducive to gaining knowledge?

Are OAS professional development events affording advisors opportunities for maintaining current in their practice?

Information/Evidence collected:

Items in the New Advisor portfolio that reflect the goal (e.g. assignments about programs, policies, and practices).

Professional development evaluations from Advisor Institutes and/or Advising Matters with questions reflecting the goal and benchmark.

Goal D

The OAS will continuously improve advising practices, processes and/or policies.

Benchmark AUO D1

Examine the language used in advising to facilitate common understanding between advisors and students.

Benchmark AUO D2

Examine UNM advising processes that result in effective operations within advising units.

Questions answered:

Has advising transitioned written, electronic, and system information from UNM Core to General Education?

Has advising adopted Common Course Numbering in all publications and sites?

Does the advising community use similar terminology for degree plans?

Can a rubric for a peer evaluation of advising units be developed?

Does an advising unit have a best practice that can be adopted by others?

Can processes within advising units be improved?

What benchmark or standard or best practice can be created after the first cycle of assessment, that can be assessed or implemented in the second cycle?

Information/Evidence collected:

A content analysis of degree audits, degree plans, and websites can identify language and terminology used.

The rubric developed for peer evaluations.

The format for providing advising units with their evaluation report.