ACADEMIC ADVISING ASSESSMENT TEAM

BACKGROUND...

• Purdue–North Central Association re-accreditation process
• Administration/Faculty assessment training
• NACADA Assessment Institute flyer
• Associate Provost approached
• One advising representative from each college
  – Break out of Purdue mold – made it a campus-wide initiative
• San Antonio here we come – February 2007!!!
• Academic Advising Assessment Team campus meetings
  – Weekly meetings February 2007 to 2009
  – Bi-Weekly meetings 2009 to Present
is to gain a better awareness and understanding of the strengths and weaknesses of advising at Purdue. Ultimately, it is the team's hope that this process will help improve advising on campus.
LEARNING OUTCOMES

STUDENTS WILL...

• ... identify fields of study that are consistent with their interests, abilities, and life goals.

• ... develop and implement a meaningful educational plan.

• ... know how to locate university policies and procedures regarding registration, academic standing, and student conduct.

• ... identify and utilize resources independently to evaluate their progress toward degree completion.

• ... know where and how to access appropriate support services to accommodate their unique needs.
ASSESSMENT INSTRUMENTS

• Advising Survey and Advising Quiz
  • Designed to measure student’s perception of the learning outcomes and perceived impact of advising on those learning outcomes.

• CODO In Survey
  • Designed to collect information as to how students are CODOing, why they are CODOing, and how they are selecting their majors.

• Direct Measure
  • Designed to directly measure a student’s progress in meeting the learning outcomes.
ASSESSMENT INSTRUMENTS

• CODO In Survey
  • Designed to collect information as to how students are CODOing, why they are CODOing, and how they are selecting their majors.
CODO – IN SURVEY QUESTIONS

RELATING TO ADVISING GOALS

Before your CODO to College/Program/School did you... *(mark all that apply)*

How did you find out about the College/Program/School CODO requirements? *(e.g., gpa, course, or credit hour requirements)*

How did you learn about the College/Program/School academic advising office? *(mark all that apply)*

What factors influenced your decision to change your major? *(mark all that apply)*
BEFORE YOUR CODO TO COLLEGE/PROGRAM/SCHOOL DID YOU....
( MARK ALL THAT APPLY )

<table>
<thead>
<tr>
<th></th>
<th>2008 - Spring</th>
<th>% age</th>
<th>2008 - 2009</th>
<th>% age</th>
<th>2009 - 2010</th>
<th>% age</th>
<th>2010 - 2011</th>
<th>% age</th>
</tr>
</thead>
<tbody>
<tr>
<td>meet with an academic advisor?</td>
<td>277</td>
<td>36%</td>
<td>534</td>
<td>46%</td>
<td>466</td>
<td>43%</td>
<td>692</td>
<td>71%</td>
</tr>
<tr>
<td>attend a CODO informational meeting?</td>
<td>N/A</td>
<td>N/A</td>
<td>324</td>
<td>28%</td>
<td>468</td>
<td>44%</td>
<td>398</td>
<td>41%</td>
</tr>
<tr>
<td>None of the above.</td>
<td>496</td>
<td>64%</td>
<td>405</td>
<td>35%</td>
<td>302</td>
<td>28%</td>
<td>143</td>
<td>15%</td>
</tr>
<tr>
<td>No Answer</td>
<td>0</td>
<td>0%</td>
<td>64</td>
<td>6%</td>
<td>25</td>
<td>2%</td>
<td>12</td>
<td>1%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>773</td>
<td></td>
<td>1145</td>
<td></td>
<td>1073</td>
<td></td>
<td>977</td>
<td></td>
</tr>
</tbody>
</table>

2011-2012

- meet with an academic advisor?
- attend a CODO informational meeting?
- None of the above.
- No Answer

Purdue University
How did you find out about the college/program/school CODO requirements? E.G., GPA, course, or credit hour requirements [Mark all that apply]

**Examples**
*Other: Advisors, Ivy Tech Community College, Krannert, Laying Tracks, Own Research, Walk-Ins

**Courses:** AGEC 20300, AGEC 33100, CDFS 21000, COM 11400, COM 25000, EDPS 10500, EDPS 20000, GS 11900, HIST 15100, MGMT 10000, OLS 25200, OLS 27400, PHPR 10000, PSY 22200, SOC 10000
HOW DID YOU FIND OUT ABOUT THE COLLEGE/PROGRAM/SCHOOL CODO REQUIREMENTS?
E.G., GPA, COURSE, OR CREDIT HOUR REQUIREMENTS (MARK ALL THAT APPLY)

2011-2012

- Admissions website
- Advisor in major of interest
- Advisor list/CODO requirements page
- CODO brochure/flyer
- Friend
- CODO information meeting
- College/School website
- Current advisor
- Course**
- Other
- No Answer

Examples
*Other: Advisors, Ivy Tech Community College, Krannert, Laying Tracks, Own Research, Walk-Ins
**Courses: AGEC 20300, AGEC 33100, CDFS 21000, COM 11400, COM 25000, EDPS 10500, EDPS 20000, GS 11900, HIST 15100, MGMT 10000, OLS 25200, OLS 27400, PHPR 10000, PSY 22200, SOC 10000
HOW DID YOU LEARN ABOUT THE COLLEGE/PROGRAM/SCHOOL ACADEMIC ADVISING OFFICE? (MARK ALL THAT APPLY)

2011-2012

- Advisor in current major
- College/School/University website
- Center for Career Opportunities (CCO)
- CODO information meeting
- Family member
- Dean of Students
- Course – please specify below
- Friend
- Other - please specify below
- No Answer

PURDUE UNIVERSITY
WHAT FACTORS INFLUENCED YOUR DECISION TO CHANGE YOUR MAJOR?
( MARK ALL THAT APPLY )
WHAT FACTORS INFLUENCED YOUR DECISION TO CHANGE YOUR MAJOR?
(MARK ALL THAT APPLY)

2011-2012

- The major best fits my interests
- The major best fits my abilities
- The major is congruent with my career goals
- Wanted to explore possible majors
- Other**
- No Answer
- Center for Career Opportunities (CCO)
- College website
- Course*
- Current advisor
- Family member
- Friend
- Not eligible to continue in my current program
- Results from career assessment/inventory
- Shadowing/volunteer/work experience

*Not eligible to continue in my current program
**Other**
### ADDITIONAL DATA REGARDING THE STUDENT CODO PROCESS

(CODO – CHANGE OF DEGREE OBJECTIVE / CHANGE OF CURRICULA)

<table>
<thead>
<tr>
<th>What CODO is this for you?</th>
<th>2008 - Spring</th>
<th>%age</th>
<th>2008 - 2009</th>
<th>%age</th>
<th>2009 - 2010</th>
<th>%age</th>
<th>2010 - 2011</th>
<th>%age</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>655</td>
<td>85%</td>
<td>965</td>
<td>84%</td>
<td>946</td>
<td>88%</td>
<td>815</td>
<td>84%</td>
</tr>
<tr>
<td>Second</td>
<td>118</td>
<td>15%</td>
<td>142</td>
<td>13%</td>
<td>121</td>
<td>12%</td>
<td>148</td>
<td>15%</td>
</tr>
<tr>
<td>Third or more</td>
<td>N/A</td>
<td>0%</td>
<td>27</td>
<td>2%</td>
<td>4</td>
<td>&lt;1%</td>
<td>12</td>
<td>1%</td>
</tr>
<tr>
<td>No Answer</td>
<td>N/A</td>
<td>0%</td>
<td>11</td>
<td>1%</td>
<td>2</td>
<td>&lt;1%</td>
<td>2</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Total Respondent Surveyed</td>
<td>773</td>
<td>100%</td>
<td>1145</td>
<td>100%</td>
<td>1073</td>
<td>100%</td>
<td>977</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Diagram:**
- First: 87%
- Second: 11%
- Third or more: 2%
- No Answer: 0%

**2011-2012**

- First: 87%
- Second: 11%
- Third or more: 2%
- No Answer: 0%
### ADDITIONAL DATA REGARDING THE STUDENT CODO PROCESS

(CODO – CHANGE OF DEGREE OBJECTIVE / CHANGE OF CURRICULA)

<table>
<thead>
<tr>
<th>What is your overall grade point average...?</th>
<th>2008 - Spring %age</th>
<th>2008 - 2009 %age</th>
<th>2009 - 2010 %age</th>
<th>2010 - 2011 %age</th>
<th>2011-2012 %age</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.00</td>
<td>26</td>
<td>28</td>
<td>32</td>
<td>22</td>
<td>17</td>
</tr>
<tr>
<td>3.50 - 3.99</td>
<td>80</td>
<td>155</td>
<td>136</td>
<td>123</td>
<td>89</td>
</tr>
<tr>
<td>3.00 - 3.49</td>
<td>182</td>
<td>266</td>
<td>242</td>
<td>207</td>
<td>166</td>
</tr>
<tr>
<td>2.50 - 2.99</td>
<td>249</td>
<td>341</td>
<td>274</td>
<td>251</td>
<td>198</td>
</tr>
<tr>
<td>2.00 - 2.49</td>
<td>156</td>
<td>164</td>
<td>179</td>
<td>181</td>
<td>112</td>
</tr>
<tr>
<td>1.50 - 1.99</td>
<td>66</td>
<td>70</td>
<td>80</td>
<td>75</td>
<td>45</td>
</tr>
<tr>
<td>1.49 or less</td>
<td>14</td>
<td>21</td>
<td>24</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>No response</td>
<td>0</td>
<td>100</td>
<td>106</td>
<td>97</td>
<td>53</td>
</tr>
<tr>
<td><strong>Total Respondent Surveyed</strong></td>
<td><strong>773</strong></td>
<td><strong>1145</strong></td>
<td><strong>1073</strong></td>
<td><strong>977</strong></td>
<td><strong>695</strong></td>
</tr>
</tbody>
</table>

#### 2011-2012

- 4.00: 2%
- 3.50 - 3.99: 13%
- 3.00 - 3.49: 24%
- 2.50 - 2.99: 29%
- 2.00 - 2.49: 16%
- 1.50 - 1.99: 6%
- 1.49 or less: 2%
- No response: 8%
- 1.49 or less: 2%
- No response: 8%
### ADDITIONAL DATA REGARDING THE STUDENT CODO PROCESS

**(CODO – CHANGE OF DEGREE OBJECTIVE / CHANGE OF CURRICULA)**

#### What is your gender?

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008 - Spring</th>
<th>%age</th>
<th>2008 - 2009</th>
<th>%age</th>
<th>2009 - 2010</th>
<th>%age</th>
<th>2010 - 2011</th>
<th>%age</th>
<th>2011-2012</th>
<th>%age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>346</td>
<td>45%</td>
<td>491</td>
<td>43%</td>
<td>494</td>
<td>46%</td>
<td>352</td>
<td>36%</td>
<td>335</td>
<td>48.13%</td>
</tr>
<tr>
<td>Male</td>
<td>427</td>
<td>55%</td>
<td>648</td>
<td>57%</td>
<td>573</td>
<td>54%</td>
<td>614</td>
<td>63%</td>
<td>350</td>
<td>50.29%</td>
</tr>
<tr>
<td>No Answer</td>
<td>N/A</td>
<td>N/A</td>
<td>6</td>
<td>&lt; 1%</td>
<td>6</td>
<td>&lt; 1%</td>
<td>11</td>
<td>1%</td>
<td>11</td>
<td>1.58%</td>
</tr>
</tbody>
</table>

**Total Respondent Surveyed**

| Total Respondent Surveyed | 773 | 100% | 1145 | 100% | 1073 | 100% | 977 | 100% | 696 | 100.00% |

#### Gender

![Gender Graph]

#### Ethnicity: (select all that apply)

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2008 - Spring</th>
<th>%age</th>
<th>2008 - 2009</th>
<th>%age</th>
<th>2009 - 2010</th>
<th>%age</th>
<th>2010 - 2011</th>
<th>%age</th>
<th>2011-2012</th>
<th>%age</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>33</td>
<td>4%</td>
<td>47</td>
<td>4%</td>
<td>49</td>
<td>5%</td>
<td>45</td>
<td>5%</td>
<td>54</td>
<td>7.68%</td>
</tr>
<tr>
<td>American Indian</td>
<td>8</td>
<td>1%</td>
<td>4</td>
<td>&lt; 1%</td>
<td>9</td>
<td>1%</td>
<td>5</td>
<td>1%</td>
<td>4</td>
<td>0.57%</td>
</tr>
<tr>
<td>Asian American</td>
<td>58</td>
<td>8%</td>
<td>84</td>
<td>7%</td>
<td>79</td>
<td>7%</td>
<td>63</td>
<td>6%</td>
<td>38</td>
<td>5.41%</td>
</tr>
<tr>
<td>Caucasian American</td>
<td>650</td>
<td>84%</td>
<td>916</td>
<td>80%</td>
<td>774</td>
<td>72%</td>
<td>751</td>
<td>77%</td>
<td>529</td>
<td>75.25%</td>
</tr>
<tr>
<td>Hispanic American</td>
<td>18</td>
<td>2%</td>
<td>27</td>
<td>2%</td>
<td>40</td>
<td>4%</td>
<td>38</td>
<td>4%</td>
<td>23</td>
<td>3.27%</td>
</tr>
<tr>
<td>Other</td>
<td>28</td>
<td>4%</td>
<td>74</td>
<td>6%</td>
<td>130</td>
<td>12%</td>
<td>104</td>
<td>11%</td>
<td>63</td>
<td>8.96%</td>
</tr>
</tbody>
</table>

**Total Respondent Surveyed**

<table>
<thead>
<tr>
<th>Total Respondent Surveyed</th>
<th>773</th>
<th>1145</th>
<th>1073</th>
<th>977</th>
<th>696</th>
</tr>
</thead>
</table>
WHERE ARE THEY COMING FROM?
WHERE ARE STUDENTS GOING?

- Agricultural Sciences
- Education
- Engineering
- Health and Human Sciences
- Liberal Arts
- Management
- Pharmacy
- Science
- Technology
- Undergraduate Studies Program (USP)
- Veterinary Medicine

2008 - 2009
2009 - 2010
2010 - 2011
2011-2012
**CODO – OUT (2011-2012)**

**WHERE ARE THEY COMING FROM?**

- Agriculture, 3
- Veterinary Medicine, 3
- Undergraduate Studies Program (USP), 164
- Liberal Arts, 141
- Management, 43
- Technology, 18
- Science, 83
- Pharmacy, 33
- Health and Human Sciences, 80

**CODO – IN (2011-2012)**

**WHERE ARE STUDENTS GOING?**

- Liberal Arts, 203
- Pharmacy, 31
- Management, 2
- Veterinary Medicine, 0
- Agriculture, 3
- Education, 37
- Engineering, 0
- Technology, 177
- Science, 63
- Health and Human Sciences, 156
- Undergraduate Studies Program (USP), 31
CODO – IN SURVEY

LIST THREE EXPECTATIONS YOU HAVE OF YOUR ACADEMIC ADVISOR.