

Action Project

Institution: Indiana University Northwest
Submitted: 2002-09-13

Timeline:

Planned project kickoff date:
Target completion date:
Actual completion date:

A. Give this Action Project a short title in 10 words or fewer:

Increase the Technological Capabilities of Faculty, Staff, and Administrators

B. Describe this Action Project's goal in 100 words or fewer:

The goal will be to increase the technological capabilities of the faculty, staff, and administrators to enable them to teach, to provide services to students, and to serve institutional needs more effectively and efficiently. The first stage will be to conduct a "current technology" survey to discover how technology is being used on IUN's campus; to create demonstrations for interested faculty, staff, and administrators in regularly scheduled training sessions; to demonstrate new educational technology to the faculty; to help faculty design courses that use technology; and to help faculty design distributed education courses using video and Web-based courses.

C. Identify the single AQIP Category which the Action Project will most affect or impact:

Primary Category: Helping Students Learn

D. Describe briefly your institution's reasons for taking on this Action Project now -- why the project and its goals are high among your current priorities:

IUN needs to strengthen its technological capacity and to integrate technology into classroom instruction. In order to prepare students for future careers and to bring our students' technological savvy into line with comparable colleges and universities, IUN must encourage student use of technology for coursework and faculty use of technology for enhanced teaching and learning. IUN also must prepare to offer Web-based courses to remain competitive with comparable institutions. In addition, IUN's staff and administration confronts a growing list of hardware and software configurations in their jobs (and lives) that have to be mastered. All of these goals require appropriate resources for professional development so that student and institutional needs may be addressed effectively and efficiently.

E. List the organizational areas - -institutional departments, programs, divisions, or units -- most affected by or involved in this Action Project:

The Center for Excellence in Teaching and Learning, the Office of Academic Affairs, the Vice-Chancellor for Technology, the Faculty Organization's Faculty Development Committee, the Faculty Colloquium on Excellence in Teaching (FACET) members, and Instructional Media.

F. Name and describe briefly the key organizational process(es) that you expect this Action Project to change or improve:

Critical processes most affected are: faculty, staff, and administrative professional development, classroom teaching, student learning, and office operations.

G. Explain the rationale for the length of time planned for this Action Project (from kickoff to target completion):

Add the appropriate use of technology to the criteria for evaluating teaching and for teaching awards.

Add the appropriate use of technology to the criteria for evaluating staff performance and for staff performance awards.

Add the appropriate use of technology to the criteria for evaluating administrators and for administrative performance awards.

Create a "Techie Trophy" or "Most-Wired Award" for innovative use of instructional technology for faculty, staff, and administrators.

H. Describe how you plan to monitor how successfully your efforts on this Action Project are progressing:

Measures to be tracked are: number of seminars for, and by, faculty, staff, and administrators on instructional and professional technical topics; number of training sessions for, and by, faculty, staff, and administrators on instructional and professional technical software, the use of technology by faculty in the classroom to extend their apagogical reach, and surveys measuring the use of technology by staff, both professionally and personally.

I. Describe the overall "outcome" measures or indicators that will tell you whether this Action Project has been a success or failure in achieving its goals:

The number of technologically equipped classrooms, the number of requests for instructional technological devices to be delivered to classrooms; the number of requests to be scheduled in classrooms equipped with instructional technological devices; the number of faculty using computer-based course management software (such as WebCT or IU's Oncourse), and the number of Web-based courses offered. In addition, scores on student course evaluations may rise. The use of technology by staff, both professionally and personally, may rise, and so might office efficiency.

J. Other information (e.g., publicity, sponsor or champion, etc.):

Conduct a "current IUN technology use" survey to discover how technology is being used on IUN's campus and create presentations to demonstrate that use to the rest of the faculty, staff, and administrators.

Establish the baseline number of seminars for, and by, faculty, staff, and administrators

on instructional and professional technical topics.

Establish the baseline number of training sessions for, and by, faculty, staff, and administrators on instructional and professional technical topics. Develop assessment tools to measure the effectiveness of the above seminars and training sessions. Number of seminars for, and by, faculty, staff, and administrators on instructional and professional technical topics – increase 10%

Number of training sessions for, and by, faculty, staff, and administrators on instructional and professional technical topics – increase 10% Use of technology by faculty, staff, and administrators in the classroom and on the job– increase 10% Use of computer-based course management software – increase 10% Use of e-mail for instructional purposes – increase 10% Number of Web-based courses offered – increase 10%

Number of chat-rooms utilized for instructional purposes – increase 10%

Last Action Project Update:

A. Describe the past year's accomplishments and the current status of this Action Project.

The main goal for the first year of this Action Project was to gather statistics to serve as baseline data to measure activity changes in the area of technology. The instrument used to accomplish this was a survey issued to three groups: faculty, staff, and students.

Each survey's contents were group specific, although they had several elements in common. Each survey attempted to measure three factors: current technological activity level, user satisfaction concerning that activity level, and user interest in either more training or initial training in particular activity levels. Unfortunately, the return rate for the surveys was less than desired; producing values that aren't statistically significant due to the smaller than anticipated sample sizes.

B. Describe how the institution involved people in work on this Action Project.

Faculty and staff involvement in the Technology Subcommittee was solicited via announcements at Faculty Organization meetings and e-mail messages to faculty and staff. These appeals resulted in volunteers from the following areas: the Director of Human Resources, two faculty members from Computer Information Systems, a faculty member from the School of Education, the Director and two staff members from Information Technology, three faculty from the School of Business, and the Director of the Center for Teaching Excellence.

After an initial meeting to discuss both the intent and the potential content of the surveys, each of the individual surveys were created by Subcommittee members: the student survey by Bert Scott (School of Business), the staff survey by Jackie Coven (Information Technology), and the faculty survey by Mike Certa and Judy Knapp (Computer Information Systems). The surveys were reviewed and critiqued in a series of meetings that resulted in their final form. The final surveys were submitted to the

AQIP Committee for administration and tabulation.

In an attempt to stimulate faculty, staff, and students to participate in the survey, nine gift certificates (3 in each category) valid in IUN's bookstore were offered as prizes. In order to participate in the drawing for the prizes, a survey had to be returned. All of the groups had two weeks to complete the surveys. The response was: students – 10%, staff – 22%, and faculty – 15%.

Once the surveys were returned, tabulation proved to be a problem. IUN used to have an Institutional Researcher position; however, the post has been vacant since the last incumbent's retirement. An appeal was made to the faculty for help, and two faculty members (one from the School of Business and one from the School of Public and Environmental Affairs) agreed to tabulate the surveys and to provide preliminary statistics. Unfortunately, because the faculty members had to juggle this task with their normal duties, the information only became available in late June after most the faculty were unavailable because of the summer break.

C. Describe your planned next steps for this Action Project.

1. Cross check the survey results with other statistical sources to see how representative the survey samples might be. For example, IU has a course management software program named Oncourse. Our faculty survey asked if the faculty member uses Oncourse, so we have a value for that in the survey responses. The Oncourse management package has the capability for tracking the number of instructors using the package. If the two values correlate, it might boost the survey's credibility.
2. Brainstorm methods for getting better survey responses for this year's surveys.
3. Review the surveys' contents to simplify them. Comments from faculty and staff, and from the two faculty tabulators, indicate that some of the questions need to be simplified.
4. Agitate for a full-time Institutional Researcher to more fully institutionalize the survey process and to professionalize the survey design.

D. Describe any "effective practice(s)" that resulted from your work on this Action Project.

Until the survey responses are disseminated to the institution, no effective practices can be changed based on those responses

E. What challenges, if any, are you still facing in regards to this Action Project?

Institutionalizing the survey-Institutional Researcher process.

F. If you would like to discuss the possibility of AQIP providing you help to stimulate progress on this action project, explain your need(s) here and tell us who to contact and when?

Action Project

Institution: Indiana University Northwest

Submitted: 2002-09-23

Timeline:

Planned project kickoff date:

Target completion date:

Actual completion date:

A. Give this Action Project a short title in 10 words or fewer:

Intervention for First Year Students: The Freshman Experience

B. Describe this Action Project's goal in 100 words or fewer:

The broad outcome of this action project will be to develop a first-year college support structure so that entering students choose to persist into their second year. Specifically, this support structure would include a systematic approach to: 1) a freshman orientation experience; 2) student placement with prompt testing; 3) programs and services for students who don't have requisite skills; and 4) data collection procedures to assess student retention into the second year of college.

C. Identify the single AQIP Category which the Action Project will most affect or impact:

Primary Category: Helping Students Learn

D. Describe briefly your institution's reasons for taking on this Action Project now -- why the project and its goals are high among your current priorities:

A number of surveys and other sources of data point to a need for ways to improve our students' first-year experience in college. For example, from 1991 to 1999, the percentage of first-year students who persist into their second year fell from 61.6 to 54.2. Data indicate a disproportionate percent of first-year students do not persist into the second year of college because they lack the academic skills necessary to be successful in college. For example, in 2001, 73.9% of entering freshmen at IUN had SAT composite scores of below 1000, and 31.8% of entering freshmen in 2001 had SAT composite scores of 799 or below.

E. List the organizational areas - -institutional departments, programs, divisions, or units -- most affected by or involved in this Action Project:

All academic units, all academic programs, Financial Aid, Admissions, and Student Services.

F. Name and describe briefly the key organizational process(es) that you expect this Action Project to change or improve:

Critical processes include advising, registration, scheduling, financial aid, and student support services that allow students to enroll in regular university courses only after they have demonstrated adequate skills in reading, writing and mathematics. Students unable to demonstrate these skills would either be deferred to Ivy Tech or provided appropriate skill development at IUN that will ensure that students have adequate understanding of university support services, advising services, financial aid, and admissions.

G. Explain the rationale for the length of time planned for this Action Project (from kickoff to target completion):

Newsletters, training programs on advising, email updates from the task force, data presentations to the Deans Council and Faculty Organization, focus groups of students.

H. Describe how you plan to monitor how successfully your efforts on this Action Project are progressing:

Course withdrawal rates (reason for withdrawal, date of withdrawal), number of students enrolled in developmental courses, pass rates of students taking regular university courses after completing developmental courses, drop/add rates (reason, by course, by instructor).

I. Describe the overall "outcome" measures or indicators that will tell you whether this Action Project has been a success or failure in achieving its goals:

Second-year retention rate, student semester GPA, surveys of student satisfaction with university support services, advising services, financial aid, and admissions, attendance at orientation (success/failure of those that attended, retention rate of those that attended each year, number of tutoring sessions held (number of student attending per course, their success rate), the number of college credits earned, use of advising system, faculty satisfaction with placement of students in courses appropriate to their abilities.

J. Other information (e.g., publicity, sponsor or champion, etc.):

Flowchart current processes

Develop baseline measures; Develop indicators and begin collecting data

Investigate freshman orientation processes at other institutions; Further define freshman orientation process

Develop a process for early intervention; Reduce the number of students who are improperly placed in coursework by 15%

Increase student credits earned by 15%

Improve second year retention rate by 15% Improve measured student satisfaction with university support services, advising services, financial aid, and admissions by 20%

Increase student use of advising system by 20% over the first year

Last Action Project Update:

A. Describe the past year's accomplishments and the current status of this Action Project.

This action project was addressed within the context of a continuing Indiana University effort to improve retention from the first to the second year on all eight campuses. While our first-to-second-year persistence rates had improved for 2 years, rising from 57.6 percent in 2000 to 66.3 percent in 2002, IUN, along with the other IU campuses, are seeking higher first-year persistence in order to improve college graduation rates in the state of Indiana. Accomplishments during 2002-2003 include the following:

1. Implementation and fine-tuning of placement into the Critical Literacy Program, Fall 2002. This program is the cornerstone of Action Project 1 and provides pre-college level preparatory instruction in study skills and in the basic skill areas of Reading Comprehension and English. The program enrolled 116 students in Fall 2002 and 251 students in Fall 2003.
2. Enhancement of New Student Orientation. While not required, attendance at orientation was strongly encouraged in letters sent to newly admitted students. Over 400 students (of 1942 newly admitted) attended one of three sessions offered in June and August 2003. Orientation was enhanced in 3 ways: First, in order to accommodate the 438 students admitted between July 1 and the middle of August, we moved one Orientation session to August 15. Second, we brought in a guest speaker from Monster.com. This presentation and our faculty panel were rated very favorably by attendees. Third, we invited parents to attend New Student Orientation and included a special segment addressing their concerns. Approximately 400 parents attended the 2003 sessions. Anecdotal reports from faculty advisors showed that they appreciated having parents involved in the orientation and advising process.
3. Attendance by several IUN staff at Student Success Retreats organized by the Indiana University Vice President for Student Development and Diversity. August 2002, February, 2003
4. Formation of and regular meetings of IUN Student Retention Group, September 2002-present.
5. Submission of the Campus Retention Action Plan to the VP for Student Development and Diversity December 2002. The Plan includes brief descriptions and suggestions for improvement of all programs related to retention.
6. Formation of 3 subcommittees to address retention issues: 1)coordination of tutoring and mentoring, 2)student assessment/advising/tracking, and 3)orientation
7. Two assessment accomplishments: 1)Pilot-testing of a University-wide assessment instrument (722 student records) to evaluate retention initiatives in 2003-2004. The

instrument will allow us to track students who participate in various retention programs, and to compare their course enrollments, grades, and persistence to those of students who do not participate in these programs. 2) Increased response rates on the National Survey of Student Engagement from 32% in 2002 to 43% in 2003.

8. Available results: First-year-to-second-year persistence rates for 2003 are not yet available. But a related statistic, persistence from first semester to the second semester has increased from 78.9% in 2001 to 80.1% for 2002, also continuing a trend begun in 2000. Responses to the 2003 National Survey of Student Engagement question, "To what extent does your school emphasize providing the support you need to help you succeed academically?" suggest that we may have cause for concern. Thirty-four % of first-year students answered "very little" or "some" in contrast to the 31% of students who answered similarly in 2002.

B. Describe how the institution involved people in work on this Action Project.

Responsibility for the action project was moved from the IUN AQIP committee to the Retention Group, which was composed of 17 members from existing functional areas related to the action project. These departments and programs include Admissions, Financial Aid, Registrar, Career Services, Guided Studies, Occupational Development, Multicultural Affairs, Student Activities, the English and Math Departments, and the School of Education. Interest and motivation was maintained by 1) attendance at University-sponsored retention retreats; 2) high expectations for reporting standards from NCA and the VP for Indiana University Vice President for Student Development and Diversity; 3) regular meetings which offered the opportunity for structured, mission-oriented conversation between the functional groups who had frequently been operating relatively autonomously.

Improving of the Critical Literacy and mathematics placement criteria was achieved by close cooperation among university colleagues from different departments, including Admissions, the Math department, and faculty advisors from the College of Arts and Sciences. New Student Orientation involved faculty, students, and staff in planning. Dates were announced early in the year and email reminders were sent to participants before each session. Faculty members were encouraged to participate in the Faculty Panel during each session. We also increased efforts to involve student organizations and clubs with very positive results. There was an impressive representation of student groups and our student guides (ambassadors) were actively involved in the project. Anecdotal reports showed that the atmosphere was perceived as much more festive and collegial in 2003 than in 2002.

C. Describe your planned next steps for this Action Project.

The Retention Group will continue to meet this year to review the progress of the Critical Literacy program as well as several other first-year retention programs that were not closely scrutinized during 2002-03. The first set of tracking data related to course enrollment patterns, grades, and retention of students who participate in the programs will help us to see which of these programs is working well. We plan to increase the availability and visibility of academic support programs, including tutoring, mentoring, and Supplemental Instruction. Planning for Summer 2004 Orientation will

begin earlier and will involve more faculty, staff, and students. Sessions that received negative evaluations (e.g. the Student Panel was perceived as “lecturing”) will be revamped.

D. Describe any "effective practice(s)" that resulted from your work on this Action Project.

Effective practices included inviting parents to orientation (stakeholder satisfaction), outsourcing to Monster.com (cost effective). It is too early to tell whether the Critical Literacy program will lead to greater persistence, but the tracking system has the potential to give us very specific data linking program participation to outcomes, in contrast to global measures of retention.

E. What challenges, if any, are you still facing in regards to this Action Project?

Increasing retention among poorly prepared and ambivalent students continues to be a challenge. Thirty-three % of newly enrolled first year students ranked in the bottom 50% of their high school class in 2002. Retention rates for students who finish their first semester with a GPA lower than 2.0 have the lowest persistence-to-second semester rates (50% in 2002). The challenge for the Critical Literacy Program is to clearly and positively communicate to students, parents, and members of the university community the benefits of the Critical Literacy Program for such students and to establish confidence in our assessment program. Actively involving the faculty in establishing proper placement is a step towards the confidence goal.

With regard to Orientation, our greatest challenge is to coordinate all College and School orientations with New Student Orientation. Currently, many Schools have orientations for their students on dates other than New Student Orientation dates. This is confusing for the student and leads to fewer students attending New Student Orientation. Currently, some divisions do coordinate their orientation and advising sessions with the overall orientation dates. Our goal is to have all divisions do so by next summer. Our strategy is to involve those divisions early on in the planning process and impress upon them the need for a concerted effort to orient our students to not only their division, but to campus in general. In addition we need to provide Orientation (or a comparable experience) to the approximately 300 students who are admitted after mid-August and even during the first 2 weeks of classes (due to late application rather than to slow admissions processing).

Action Project

Institution: Indiana University Northwest

Submitted: 2002-09-23

Timeline:

Planned project kickoff date:

Target completion date:

Actual completion date:

A. Give this Action Project a short title in 10 words or fewer:

Beyond the Freshman Year: Improving Academic and Career Advising

B. Describe this Action Project's goal in 100 words or fewer:

To ensure that all students receive accurate, timely advising concerning course selection and career selection throughout their undergraduate years. Short term objectives include the following: create advising mechanism for undeclared majors; correct errors and maintain Insite software; continue the review of IUN bulletin, revising where necessary; ensure that advising materials, especially the Bulletin and the Schedule of Classes are consistent; ensure that all students consult advisors before registering; provide placement test results to advisors; encourage enrolled students to seek advising during the regular semester; explore new methods for summer advising. Long-term goal is to integrate career advising with academic advising.

C. Identify the single AQIP Category which the Action Project will most affect or impact:

Primary Category: Helping Students Learn

D. Describe briefly your institution's reasons for taking on this Action Project now -- why the project and its goals are high among your current priorities:

The quality of academic advising continues to be a source of concern and among faculty, staff, and students, as shown by responses to two recent surveys. We lack a systematic means of providing advising to undeclared majors. Seniors reported comparatively low levels of career plan discussions with advisors.

E. List the organizational areas - -institutional departments, programs, divisions, or units -- most affected by or involved in this Action Project:

All academic departments, division registrars, advisors, and deans' offices; university Registrar; Admissions, Career Services.

F. Name and describe briefly the key organizational process(es) that you expect this

Action Project to change or improve:

Advising, placement testing, registration, preparation of bulletin and schedule of classes, training of advisors, maintenance of Insite (computerized student record data base).

G. Explain the rationale for the length of time planned for this Action Project (from kickoff to target completion):

Publish withdrawal, add/drop, and NSSE and Graduate Survey results on academic and career advising satisfaction.

H. Describe how you plan to monitor how successfully your efforts on this Action Project are progressing:

Number of calls from faculty advisors to registrars for clarification; faculty satisfaction with advising materials, particularly Insite; perceptions among Admissions and deans' office staff of advisor availability; percent of students who consult with advisor before registering.

I. Describe the overall "outcome" measures or indicators that will tell you whether this Action Project has been a success or failure in achieving its goals:

National Survey of Student Engagement (NSSE) reports of satisfaction with academic advising and career advising; IUN graduate survey of student satisfaction with academic and career advising; number of students "surprised" by graduation requirements due to inadequate advising; # of add/drops and withdraws by semester; number of exceptions made in order to meet graduation requirements.

J. Other information (e.g., publicity, sponsor or champion, etc.):

On College Student Report (NSSE), percent of students who appraise the quality of academic advising as good or excellent will rise from current 68% to 75 percent. Percent of seniors who report discussing career plans with advisor often or very often will rise from 30% to 50 percent. Establish baseline rate of students in each class who consult Career Services. Number of withdraws and add/drops will decline by 10% relative to current rates. Appraisals of good or excellent advising will rise to 85%. Reports of discussing career plans by seniors will rise to 80%. Use of Career Services by seniors will increase by 10% over baseline. Number of add/drops and withdraws will decline by 10% over previous year. Appraisals of good or excellent advising will rise to 90%. Reports of discussing career plans by seniors will rise to 90%. Use of Career Services by seniors will increase by 10% over previous year. Number of add/drops and withdraws will decline by 10% over previous year.

Last Action Project Update:

A. Describe the past year's accomplishments and the current status of this Action Project.

1. The College of Arts and Sciences, which has taken advising responsibility for undeclared majors, refined procedures for advising both undecided and decided students during the Summer when large numbers of faculty are not on campus. For returning and new students who have declared majors, the 15 academic departments provided the Dean's office schedules of summer availability. To meet the needs of new students who had not chosen a major, four faculty members were offered stipends in return for advising during the summer as well as during the school year. Two hundred and fifty-four students with undecided majors were assigned to these special advisors. Student satisfaction surveys were completed by 67 (26%) of these students during Summer and Fall of 2002. For each of the 8 satisfaction questions (e.g. "My advisor creates an atmosphere in which I felt comfortable") between 50 and 75 percent of the respondents strongly agreed with the statement. In addition students offered many positive comments about the helpfulness of their advisor.

2. Placement tests required of new admitted students in Math and English Composition are now scored immediately. They are made available to academic advisors by simply handing the student copies of the results, instead of routing the results to the College or School Deans and then the departments, as had been done in the past. Students now carry their results to the first advising session. Complaints from faculty concerning the unavailability of placement test results have declined sharply, according to COAS Dean's office staff members.

3. A proposal for requiring undecided students to obtain career counseling through Career Services has been designed by the Retention Group, submitted to the Dean's Council and accepted for implementation. Data from the registrar revealed that over 100 students enrolled during spring of 2003 had completed more than 26 hours (sophomore status) but had not yet declared a major. Even though this group is relatively small, the literature suggests that they are at high risk for failure to graduate. In the first attempts to increase retention beyond the freshman year, the proposal will target this group of students by requiring that they explore career options before they may register, and the University has committed funds for an additional staff position to handle the demands for services.

4. Little progress has been made in several areas targeted by this Action Project. The errors in Insite, the computerized data base of student records used by faculty and students for advising purposes, have not been corrected because the University is in the middle of a conversion to People Soft. The Bulletin and the Schedule of Classes have not been reviewed for inconsistencies. No new steps have been taken to ensure that all students consult academic advisors before registering, and methods for integrating career advising with academic advising are still in the discussion stages within the Retention Group.

5. Results: The 2003 NSSE results revealed that 30% of first-year and 30% of seniors

rated the quality of academic advising as either fair or poor. These figures are not wildly different from other Master's level institutions and are consistent with those reported in past years, but they are inconsistent with survey results reported above for Undecided students advised by College of Arts and Sciences Faculty. This discrepancy needs further exploration. Concerning career discussions with advisors, 67% of seniors in 2002 and 71% in 2003 reported either sometimes or never having had such discussions. These frequencies are significantly lower than those reported by other Master's level universities. The failure to address this goal is reflected in the similar results for the 2 years.

B. Describe how the institution involved people in work on this Action Project.

Discussion of the proposal to require career services consultation involved all 17 members of the Retention Committee and was extended over many months. Feedback has been received from members of the Deans' Council as well as the College of Arts and Sciences staff members.

C. Describe your planned next steps for this Action Project.

During the next year the plan to move forward will include explaining the program to the undecided students and the college of arts and sciences advisors as well as making the campus aware of the services. The Director of Career Services will present the proposal and referral process to the College of Arts and Science faculty during their staff meeting. The Director of Career Services will work with Director of Marketing to determine which vehicles of media will best serve getting the word to students, faculty advisors and campus at large. The Director of Career Services will work with the Associate Vice Chancellor for Enrollment Management and the Director of Human resources to complete necessary processes to hire and train the additional personnel.

Concerning academic advising, the Retention Group will review academic and career advising processes within the Schools and Colleges to learn where sources of student dissatisfaction lie and then suggest methods for changing these processes to the School and College Deans. The Associate Dean for Enrollment Management will offer an advising workshop through the Center for Excellence in Teaching.

D. Describe any "effective practice(s)" that resulted from your work on this Action Project.

Effective practices have not yet emerged from this Action Project.

E. What challenges, if any, are you still facing in regards to this Action Project?

Difficulties with academic and career advising goals may be due to the fact that advising of advanced students is handled by faculty or professional advisors within the Schools and Colleges. While we have enhanced the convenience of registration by offering telephone and computer access, we have eliminated opportunities for high quality student-faculty interaction concerning course and career decision-making, as students may now register without speaking to an advisor. There are no accountability standards or measurement processes for tracking advising. Little is known about specific advising processes within the Schools because the members of the Retention

Group are mostly associated with programs for first year students rather than those who progress to the second year and beyond. We have yet to find a way to undertake widespread campus discussion of the NSSE results in all areas of student engagement, not simply those related to academic and career advising.