## Faculty Advising Assessment – Annual Report 2025

In addition to the significant strides faculty have made in assessing and streamlining academic programs to continuously improve student outcomes, MSU must also adopt a strategic approach to realize the full influence our advising system has on student outcomes. To initiate the process, the Faculty Advising Assessment Task Force (FAATF) with faculty representatives from each college along with our collaborative advising partner representatives has set forth an initial set of advising goals to which all advisors contribute.

Goal 1. Provide timely and effective advising communication.

Goal 2. Prioritize knowledgeable advising.

Goal 3. Provide student-centered, individualized guidance

Goal 4. Foster student self-reliance.

The overarching goal is to annually assess advising outcomes and student satisfaction, using tools including student surveys, feedback forums, and success metrics (such as retention, graduation, adequate progress, and time-to-degree rates) to continuously improve advising. The first step this year is to understand the foundation for advising assessment that many programs and departments have already laid.

Please complete this survey in Qualtrics by November 26.

Link sent in email to unit heads or request a link from tracyaod@montana.edu

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## <UNIT name here>

<faculty advising contact, should be a faculty member>

<faculty advising contact email>

< URL for unit/department advising website (if applicable)>

**Year 0 – Survey of Current Faculty Advising Assessment Processes**

*The FAATF recommends a faculty discussion to reflect on your current departmental faculty’s advising process and to complete the following survey. The intention is to jump-start a conversation about how to continuously improve faculty advising and meet student learning outcomes. Your answers will also help guide the FAATF in developing the advising assessment process, recommending resources and workshops, and building collaborations for a more effective network of advising.*

1. **Please identify your current faculty advising practices as they relate to the university advising goals, outcomes and any metrics you already rely on to continuously improve your student advising outcomes in the tables below.** An example ideas session from the FAATF is available on the Provost’s website that may help seed your discussion (<https://www.montana.edu/provost/assessment/advising_assessment/faculty_advising_assess.html>). Please only complete with your department’s current practices and leave blanks where appropriate. If, during your discussion, ideas and possible pathways emerge, please add those thoughts in the ‘Notes on future opportunities’. The FAATF is developing a common resource to share across the university.

Resources on advising data: University Data & Analytics, Faculty Success, Advising Commons program plans

*Outcomes definition -* measurable statements that describe the specific knowledge, skills, and attitudes students or advisors are expected to demonstrate upon completing an advising experience(s).

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| Goal 1: Provide timely and effective advising communication  Faculty advisors and students have access to and training in using communication tools that help them organize time-appropriate advising at institutional and individual students’ points of need, effectively gaining and directing students’ attention and ensuring that students know when and how to access faculty advising services and how to respond to advising prompts. Faculty prioritize timely response to student requests. |
| Current practices: |
| Current student or advisor outcomes: |
| Current metrics: |
| Notes on future opportunities: |

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| Goal 2: Prioritize knowledgeable advising  Faculty advisors are provided and commit to engage in professional development that keeps them up to date on best practices in advising, accurate knowledge of their area of advising, and awareness of the range of campus advising resources. |
| Current practices: |
| Current student or advisor outcomes: |
| Current metrics: |
| Notes on future opportunities: |

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| Goal 3: Provide student-centered, individualized guidance  Faculty advisors center a student’s needs and goals, meeting them where they are academically and personally, helping them explore their interests and make informed decisions about college coursework, succeeding academically, and how to use their time well in college. |
| Current practices: |
| Current student or advisor outcomes: |
| Current metrics: |
| Notes on future opportunities: |

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| Goal 4: Foster student self-reliance  Faculty advisors guide students in developing meaningful educational plans, fostering self-reliance, and promoting holistic development, with faculty advisors helping students understand their potential and make informed decisions. |
| Current practices: |
| Current student or advisor outcomes: |
| Current metrics: |
| Notes on future opportunities: |

1. **Please map the advising pathway that your students typically follow.** You are welcome to modify the table to best describe your students’ advising progression. Add additional tables/diagrams if advising pathways are different for the various academic programs in your department. A generalized example was created for our accreditation:[*https://www.montana.edu/accreditation/module\_4\_who\_advises\_MSU\_undergraduate\_students.html*](https://www.montana.edu/accreditation/module_4_who_advises_MSU_undergraduate_students.html)

Advising Commons advisors: <https://www.montana.edu/advising/find-your-advisor.html>

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| --- | --- | --- |
| Academic standing | Primary advisor  (advising commons or faculty) | Typical advising transition stage:  please indicate with an ‘X’ the stage you typically transition students from Advising Commons advisors to faculty advising |
| Orientation |  |  |
| Freshman |  |  |
| Sophomore |  |  |
| Junior |  |  |
| Senior |  |  |

1. **Culture of Collaborative Advising Partnerships. Please identify any advising partnerships that you have with other advising entities on campus.** (open-ended question)

*Overarching goal -**Advising is recognized and designed as a distributed, coordinated responsibility between faculty, professional advisors, student-success staff, and students. Advisors foster collaboration via conscientious communication, information-sharing, and mutual professional and resource development that creates a holistic support network in which advising roles and procedures are clearly defined and communicated.*

1. **Next Steps**

The FAATF will be developing a Faculty Advising Assessment template for the coming year. The 2026 Faculty Advising Assessment will include evidence of planning, development of student and advisor outcomes, changes to the faculty advising process, development of metrics and collection of and reflection on relevant data.

Select at least one goal for the department to address in-depth in the next assessment in 2026. Goals with the fewest practices or metrics listed above may be an opportunity to diminish a gap in student advising outcomes.

* + *Goal 1. Provide timely and effective advising communication.*
  + *Goal 2. Prioritize knowledgeable advising.*
  + *Goal 3. Provide student-centered, individualized guidance*
  + *Goal 4. Foster student self-reliance.*

When you report on faculty advising assessment next year, when would you prefer to complete the 2026 Faculty Advising Assessment?

* Oct 15 – same as for the Program Assessment report
* Late November – same as this year
* Other – please suggest reporting date