Project Name:	Advisor Notes System
MIU Round:	Round 1
Sponsor(s):	Council on Academic Advising (CAA)
Coordinator(s):	Tim Walsh & Jeff Hamm (CAA co-chairs), Jeff Shokler (Advisor Notes Protocol Subcommittee), Sarah Pfatteicher & Rebecca Ryan (Advisor Notes Task Force)
Report Date:	Year 1, August 2010; Year 2, July 2011

Project Specific Goals and Measures

Project Impact Measure(s)	• Increase efficiency, consistency, and accuracy of advising by providing a means for advisors to review the content of past advising sessions. This efficiency, consistency, and accuracy can only be realized if a high percentage of advisors are using the system as intended. Therefore, early project goals are to increase the number of users, improve usability, and promote the benefits of use. • Implement Advisor Notes with pilot user group in time for SOAR in summer 2010. • Improve usability and functionality based on early feedback from pilot user group. • Increase student satisfaction with advising. • Reduce student experience with "run around" related to advising.
Project Impact Data Source(s)	Advisor Notes team will monitor benchmarking data including the number of users, number of notes per student, and types of notes recorded. Advisor Notes team will conduct focus groups with students to assess impact and to solicit feedback for future enhancements. Because one goal of Advisor Notes is to increase overall satisfaction with advising, ratings on questions related to satisfaction with academic advising experiences on the National Survey of Student Engagement (NSSE) will serve as both benchmarks and data to evaluate improvement.
Baseline Measure(s)	Advisor Notes is a new system. The benchmarking metric is the "old system" of sharing information between advisors (which relied on students to relay important information). There are not quantitative benchmarks for the "old system". Responses to NSSE questions about academic advising compared to responses from first-year and senior students on previous administration of the survey.

General MIU Goals and Measures (applicable to project)		
F	Decreased achievement gaps	Targeted minority students are more likely than non-targeted students to have multiple advisors (academic plus one or more program advisors). Because of this, targeted minorities are among the students most likely to experience the negative effects of uncoordinated advising, Conversely, they are the most likely to realize the benefits of their advisors participating in Advisor Notes. For this reason, program advisors, particularly those providing services to targeted minority students, were included in the Advisor Notes pilot.
I	Unintended benefits	Implementation of Advisor Notes forced conversations that would not have otherwise happened. These conversations clarified the definition of student records, the life-cycle of notes, the role of peer advisors, and the definition of an advisor. The infrastructure of Advisor Notes may be able to be used for other campus processes that are labor intensive and not very efficient, leading to further improvements to student services and sharing of key information.

Progress Reports	
Year 1	• Two teams, one dealing with protocols and one dealing with technical issues, met throughout the 2009-10 academic year to determine the technical specifications needed by the Advisor Notes system and identify other issues that needed to be considered (such as privacy, access, legal issues, FERPA etc.). • Eight pilot units, representing 57 academic advisors, were selected to pilot the Advisor Notes system starting with the orientation period for new students in summer 2010. • The system "went live" on June 1, 2010 for the pilot group of users. Feedback on the system has been gathered throughout the summer 2010. Focus groups will be conducted with pilot users in Fall 2010. After any needed changes are implemented, Advisor Notes will be rolled out to other advisors.
Year 2	• Expanded users of the Advising Notes system to 14 divisions, 85 advising units and 276 faculty/staff users. • Expanded to 29,621 notes about 17,183 different students. Surveys of the 50 original pilot users of the ANS conducted in August 2010 yielded a 92% satisfaction rate. • Offered seven large-scale orientation sessions to train new groups of users.