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# IU Framework for Academic Advising & Career Development

Core Outcomes and Expectations

August 2024

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# Executive Summary

The "IU Framework for Academic Advising and Career Development" outlines Indiana University's commitment to delivering high-quality, equitable academic advising and career services to all students across its campuses. This framework applies to all professionals in the Academic Advisor and Career Services Consultant roles within the IU Job Framework and is designed to ensure that students receive consistent, comprehensive support as they navigate their educational and career paths.

The task force, initiated on April 11, 2024, by Vice President for Student Success Julie Payne-Kirchmeier, PhD, aims to establish common core student learning outcomes and professional expectations to enhance advising and career development. The framework integrates evidence-based strategies, promotes cross-functional collaboration, and centers equity to address the needs of historically underserved and excluded students.

Key components of the framework include:

- Student Learning Outcomes (SLOs): Defined for both academic advising and career services, focusing on personal growth, goal setting, and the application of knowledge to world-of-work scenarios.
- Professional Expectations: Specific and joint expectations for academic advisors and career services professionals to ensure proactive, holistic support for students.
- Institutional Responsibilities: Actions required by unit-, school-, campus-, and university-level leaders to support advisors and career services professionals in meeting the established expectations.
- Core Approach: All academic advising and career services professionals will be trained in approaches grounded in coaching techniques that ensure that students are holistically supported and proactive strategies that promote enhanced engagement with priority populations of students.

The framework also highlights the importance of dismantling hidden curricula, integrating career planning with academic advising, and promoting work-based learning. By adopting these practices, IU endeavors to ensure all students are well-prepared for their academic and professional journeys, helping ensure their long-term success.

# The Framework

This framework outlines Indiana University's commitment to high quality academic advising and career services for all IU students, regardless of their major or campus of study. Applicable to all professionals in the Academic Advisor and Career Services Consultant role descriptors within the IU Job Framework, this document provides a guide to the expected core outcomes and expectations associated with the strategically important work of these educators. It also includes the institutional responsibilities that unit-, campus-, and university-level leaders should fulfill to empower these educators to accomplish the work described here. By integrating evidence-based strategies, encouraging cross-functional collaboration, and centering equity, this framework is designed to ensure all IU students are supported to navigate their education and career preparation experiences with confidence and clarity.

## Vision

We envision a future where all IU students are equitably informed and empowered to engage with academic advising and career services professionals to achieve their academic and professional goals.

## Centering Equity

We endeavor to center equity in our work by prioritizing the experiences of students whom IU has historically underserved or excluded. These students bring immense cultural wealth, talent, and professional promise to IU's campuses, which the institution often squanders by failing to remove structural barriers to information, to academic and professional pathways, and to resources and opportunities.

Dismantling inequities and creating equity is the responsibility of every Indiana University employee. Academic advisors and career services professionals are uniquely positioned to play a role in addressing these barriers by prioritizing historically underserved and excluded students in proactive, early outreach based in asset-minded approaches and by working to educate students about the hidden curricula. The Assessment Recommendations section includes examples of these priority populations of students whose experiences will be centered in evaluation of our work.

### Demystifying and Eliminating Hidden Curricula

The hidden curricula of higher education and the world of work are great impediments to an equitable university experience, particularly for students who have been historically underserved or excluded, broadly defined. The "hidden curriculum" refers to the unspoken, implicit rules and norms within formal education and workplace institutions that advantage those familiar with them, while disadvantaging those who lack prior knowledge and awareness (Margolis, 2001). Academic

advisors and career services professionals can work to demystify and help eliminate hidden curricula when they:

1. Simplify arcane and cumbersome processes within their control, raise questions and advocate for simplification of processes outside their direct control.
2. Make transparent opportunities for exceptions to general rules when they are uncovered. Advocate for these exceptions to be published in accessible and easy-to-find locations.
3. Coach students to ask questions confidently, based on their right to understand their undergraduate experience and to manage their career development.
4. Co-advocate with students, or refer them to relevant student advocates on campus, to pursue exceptions or systemic changes.
5. Normalize the investigation into typical career outcomes for IU majors, including the percentage of graduates pursuing further education, those moving directly into full-time employment, and for those entering the workforce: common jobs, median starting salaries and 5- and 10-year out salaries.
6. Reduce the use of acronyms and explain institutional terminology in full.
7. Support the inclusion of NACE career readiness and work-based learning within degree programs.

## Personalized, Holistic, Proactive, & Coaching-Based

IU has adopted a university-wide expectation that all staff in the Academic Advising and Career Services job framework families will be trained on and employ a coaching-based approach in their work. This is in recognition of the strong empirical evidence that personalized, coaching-based, holistic, and proactive approaches improve student goal-attainment (Institute for Education Sciences, 2021).

The Coaching Conversations training, provided for all IU advising and career services staff by the IU Office of the Vice President for Student Success, informs the core of our approach by emphasizing holistic, student-centered engagements that go beyond transactional interactions. This method focuses on empowering students, nurturing motivation, and supporting growth through intentional, safe and brave spaces for reflection and brainstorming. The foundational belief is that students are the experts and leaders in their own lives, and the role of educators is to help them uncover their strengths, strategies, priorities, and values. IU's Coaching Conversations program allows educators in various roles to develop coaching competencies such as asking powerful questions, engaged listening, non-judgmental observation, and cultural humility. These approaches support student agency, reflection, action, and growth, allowing students to feel more ownership over their college and career experiences, become skilled problem solvers, and feel holistically and personally supported.

Regarding the notion of being proactive, we believe that academic advisors and career services professionals should initiate contact with strategically-identified students (either through one on

one or group strategies) in coordinated and intentional ways designed to anticipate potential barriers to students' academic and professional goals and to provide timely interventions based in the student's strengths and identities.

Where staff have capacity and training, they are welcome to utilize additional, complementary approaches that are strengths-based, that emphasize intentional interactions, and that honor students' multifaceted identities (e.g., trait and factor career development theories, appreciative advising, developmental advising, etc.). This framework merely ensures that all staff will have coaching competencies as a core approach in their suite of skills for working with students.

## Collaborative Academic Advising and Career Services

We view collaboration between academic advising and career services as integral to embedding academic and career planning throughout the student experience. This collaboration is best facilitated through strategies such as cross-training, shared and integrated technologies, regular and intentional joint meetings of these practitioners, shared communication channels, integration of career development milestones within academic planning tools and experiences, and utilization of data on jointly valued metrics. These strategies undergird the expectations section below.

### Work-Based Learning

There is a particularly important opportunity for professionals in academic advising and career services to jointly promote work-based learning, in collaboration with disciplinary faculty and employer partners. Work-based learning includes those experiences that integrate academic learning with practical experiences in a work environment. At IU, this includes internships, cooperative education (co-ops), practicum experiences, clinicals, student teaching, and related experiences that allow students to apply theoretical knowledge in real-world settings. These experiences help students clarify career goals, explore preferred work settings, and develop skills and networks that will enhance their readiness for post-graduation careers. These experiences are valuable for all students, regardless of career trajectory, and regardless of whether the students came to IU having already completed part-time or full-time work experience. By collaborating to ensure these experiences are listed and explained within academic planning tools, easily accessible within the IU career services management platform, offered in a variety of inclusive formats to include high quality on-campus employment, and clearly understood in terms of their value, professionals in academic advising and career services can help ensure students do not miss out on these important career milestones.

## Student Learning Outcomes (SLOs)

As a result of engagement with academic advising or career services, students will know or be able to:

Academic Advising-Specific SLOs	Collaborative SLOs	Career Services-Specific SLOs
<p>Navigate and use IU degree planning, course registration, and early feedback systems.</p>	<p>Build relationships with their academic advisors and career services professionals.</p>	<p>Navigate and use IU's career exploration, job board, and employer networking systems.</p>
<p>Set and achieve goals related to academic progress and success.</p>	<p>Articulate the personally meaningful value higher education adds in terms of social capital, career options, financial stability, well-being, or deeper understanding of self and the world.</p>	<p>Set and achieve goals related to career development milestones.</p>
<p>Understand the logic of the curriculum, including general education coursework.</p>	<p>Explore personal interests, values, and strengths to inform academic and career decisions.</p>	<p>Integrate academic knowledge and workplace competencies to prepare for professional environments.</p>
<p>Articulate understanding of academic policies and procedures relevant to their education.</p>	<p>Develop and implement personalized education and career plans, including work-based and other engaged learning, that align with individual goals.</p>	<p>Develop self-awareness, resiliency, and help- and feedback-seeking in the job search process.</p>
<p>Develop self-awareness, resiliency, and help- and feedback-seeking throughout academic program admission, standing, and progression.</p>	<p>Apply critical thinking and problem-solving skills to make informed decisions in academic and career scenarios.</p>	
	<p>Follow through on referrals to other campus resources (e.g., mental and physical health, tutoring, faculty office hours, accommodations office, etc.)</p>	
	<p>Pursue accessible, personally relevant co-curricular involvement and engaged learning to further academic and professional growth.</p>	

## Expectations of Academic Advising & Career Services Professionals

To achieve our student learning outcomes, individual contributors in academic advising and career services will:

Academic Advisor Expectations	Joint Expectations	Career Services Prof. Expectations
<p>Adopt proactive advising and caseload management approaches that prioritize early engagement with students whom IU has historically underserved or excluded, as evidenced in retention and graduation outcomes.</p>	<p>Teach hidden curricula of academic and career success and advocate for systemic demystification of this knowledge.</p>	<p>Adopt proactive career services and caseload management approaches that prioritize early engagement with students whom IU has historically underserved, as evidenced in career outcomes.</p>
<p>Establish relationships with students assigned to personal caseload, primarily through 1-on-1 meetings and targeted group meetings (e.g., orientation, registration advising, class presentations).</p>	<p>Complete Coaching Foundations 1 and 2 training within three months of hire, incorporate holistic, personalized coaching into student interactions. *</p>	<p>Establish relationships with students, primarily through group workshops and targeted 1-on-1 meetings (e.g., in depth career exploration, customized job search or negotiation coaching).</p>
<p>Conduct targeted outreach to students identified by enterprise early feedback systems (e.g., the Student Engagement Roster and Canvas activity alerts).</p>	<p>Communicate value of investing in higher education, work-based learning, and other engaged learning opportunities in ways that are personally meaningful to the student.</p>	<p>Consult with faculty, academic advisors, and administrators to highlight current labor market trends, work-based learning and first destination outcomes and to empower for co-delivery of career education.</p>
<p>Refer students to career services or other campus resources (e.g., health and wellness, financial aid, tutoring, etc.) in a manner that ensures they understand how to access the resource and what they can expect from it.</p>	<p>Engage in IU cross-training among academic advisors and career services (e.g., IU EDGE conference, advanced coaching conversations training, etc.).</p>	<p>Train academic advisors on when and how to refer students to career services.</p>
<p>Train career services professionals on basic academic planning considerations and opportunities (e.g., which majors have competitive admissions, which majors have the most elective room for exploring or adding minors and certificates, etc.).</p>	<p>Utilize degree maps to illustrate connections between academic choices and career goals, including career milestones.</p>	<p>Creatively deliver career exploration, job search, networking, and job offer negotiation services at scale.</p>
	<p>Celebrate students' successes as they achieve milestones; support them as they encounter setbacks, normalizing struggle and help-seeking.</p>	<p>Schedule and document career services interactions in the official IU enterprise tool.</p>
	<p>Facilitate student reflection on values, interests, and strengths in relation to academic and professional goals.</p>	<p>Collaborate with work-based learning site supervisors and faculty to ensure mutually beneficial alignments of academic and industry goals.</p>
	<p>Schedule and document student interactions in the official IU enterprise tool.</p>	<p>Participate in first destination data collection efforts.</p>

*\*Applicable to people leaders in addition to individual contributors*



## Institutional Responsibilities

To empower academic advisors and career services professionals to meet the expectations laid out above, leaders at IU will:

Unit-Level	School- and Campus-Level	University-Level
<p>Embed positive incentives into the student journey to encourage participation in academic advising and career services, expecting participation in critical meetings or events.</p> <p>Map out when advising- and career services-related learning should occur in the IU student journey, considering local student populations, staffing, academic disciplines, industry connections, and pathways to graduate/professional schools.</p> <p>Expect and build in time and resources for staff to engage in training and professional development.</p> <p>Monitor dashboards related to student outcomes and expectations of advisors and career services professionals.</p> <p>Expect academic advisors and career services professionals to use joint solutions for notes and appointment systems to streamline student support.</p> <p>Advocate for equitable, appropriate compensation of academic advisors and career services professionals, reflecting the strategic value of their work.</p>	<p>Champion faculty submission of early course feedback.</p> <p>Simplify and remove complicated processes and barriers impacting student success</p> <p>Ensure equitable caseloads for academic advisors and career services professionals.</p> <p>Reinforce monitoring of dashboards that track and communicate key metrics related to student outcomes, expectations of advising and career services professionals, and progress toward IU 2030 strategic goals.</p> <p>Compensate academic advisors and career services professionals, reflecting the strategic value of their work.</p> <p>Eliminate career services deserts to ensure all students have access to comprehensive career support services.</p> <p>Review and coordinate outreach by student success professionals with overlapping populations to ensure that supports are complementary (not competing) and documented.</p>	<p>Pursue resources to support embedding of positive incentives into the student journey to encourage participation in academic advising and career services; in consultation with campus-based leaders.</p> <p>Administer university-wide assessments of advising- and career services-related learning and of process/delivery outcomes (i.e., metrics related to expectations of advisors and career services professionals)</p> <p>Provide core onboarding, training, and professional development, for academic advisors and career services professionals on a regular basis.</p> <p>Provide enterprise tools that enable early feedback mechanisms for course performance and academic progress.</p> <p>Provide a standard core set of integrated technologies to support academic advising and career services across all campuses.</p> <p>Provide access to and training for at least one career assessment tool, selected in consultation with the IU Career Services Alliance.</p> <p>Value stakeholder feedback on technologies by vetting, adopting, and maintaining systems centered on the experiences of students, academic advisors, and career services professionals.</p> <p>Maintain transparent dashboards, equally accessible to unit-level leaders that track and communicate key metrics related to student outcomes, expectations of advising and career services professionals, and progress toward IU 2030 strategic goals.</p> <p>Pursue joint solutions (between advising and career services) for notes and appointment systems to streamline student support.</p> <p>After baseline year, establish university-wide recommended caseloads based on metrics collected as described below.</p>

## Assessment Recommendations

Upon initial consideration, the Task Force believes some aspects of the student learning outcomes described in this document can be indirectly assessed using the relevant NSSE modules on academic advising and on career and workforce preparation. However, most of the SLOs will require a uniquely developed survey instrument or focus group protocol. We recommend IU OVPSS present a report on the already collected NSSE data and conduct some pilot focus groups in the initial year of implementation of this Framework. This will inform development of a student-facing survey in the second year of implementation. We also recommend that OVPSS administer a staff-facing survey in the first year of implementation.

The Task Force believes that it is possible to track key metrics related to the expectations of academic advisors and career services professionals. However, there is a poor track record at IU of maintaining transparent, integrated, actionable dashboards that communicate key metrics such as meetings between students and these professionals, student enrollment patterns, student attendance at career fairs, student completion of internships, retention, graduation, and first destination outcomes. Assessing and communicating these metrics will require investments into infrastructure to create and maintain such dashboards and ensure they are equally accessible to unit-, school- and campus-, and institution-level leaders.

In the first year of implementing this framework, we recommend that IU OVPSS partner with the IU Office of Institutional Analytics on the development of a dashboard or report that tracks, at minimum:

1. Responses on relevant items from the IU-wide NSSE administration, disaggregated by
  - a. Cohort Year (Beginner or Transfer)
  - b. Class Standing
  - c. First Generation Status
  - d. Pell Grant Recipient Status
  - e. 21<sup>st</sup> Century Scholar Status
  - f. Sex (unless/until IU has a more inclusive Gender Identity Field for all students)
  - g. Race/Ethnicity
  - h. Campus and Academic Program
  - i. Whether Respondents Had:
    - i. Documented advising meeting in proactive advising period (Weeks 2-7)
    - ii. Documented advising meeting in registration advising period (Weeks 8+)
    - iii. No documented advising meetings
    - iv. At least two documented meetings with the same academic advisor
    - v. Documented meeting with career services staff
    - vi. At least 1 Handshake log-in during semester of administration
    - vii. Been in least active quartile of Canvas (LMS) activity
2. Themes from focus groups of students discussing whether and how they were attaining the SLOs described above in their engagement with academic advising and career services.
3. Process and delivery metrics associated with the expectations above, such as:
  - a. Median salaries of staff in the academic advising and career services families, broken out by
    - i. Campus and Academic Program

- ii. Position level
    - iii. Demographics of students in assigned caseload (for academic advisors)
  - b. Avg. caseloads for academic advisors broken out by
    - i. Campus and responsibility center
    - ii. Quartile of advisors' salary
  - c. % of advising/career services staff who have completed Coaching Foundations I and II training
  - d. % of students who are in a career services desert, broken out by demographics
  - e. % of undergraduate students who had:
    - i. Documented advising meeting in proactive advising period (Weeks 2-7)
    - ii. Documented advising meeting in registration advising period (Weeks 8+)
    - iii. No documented advising meetings
    - iv. At least two documented meetings with the same academic advisor
    - v. Documented meeting with career services staff
    - vi. At least 1 Handshake log-in during semester of administration
    - vii. At least one active course exception on their degree audit
    - viii. At least one faculty-submitted student engagement roster observation (positive, neutral, or negative)
    - ix. Plans to pursue employment vs. graduate/professional school upon graduation (as reported in Handshake profile)
    - x. Plans to remain in the state of Indiana after graduation (as reported in Handshake profile)
    - xi. Completed an internship (Note: this data point is not currently available but IU is actively pursuing an enterprise strategy for obtaining this information)
  - f. % of Priority Population students (i.e., first year students, students from underrepresented minority backgrounds, first generation, low- or limited income students, students with negative faculty-submitted student engagement roster feedback, students flagged for low Canvas activity) who have engaged in the activities described immediately above.
- 4. Responses to a staff-facing survey, to be developed by OVPSS in collaboration with campus leads for advising and career services, of academic advising and career services staff members' levels of satisfaction with their roles including perceptions of position clarity, staffing levels, cross-functional (advising/career) collaborations, access to appropriate technology, training and professional development, supervisor support, salary and benefits, other administrative duties assigned, etc.
- 5. [For second year of implementation] Responses to a student-facing survey, to be developed by OVPSS in collaboration with campus leads for advising and career services, that addresses gaps between NSSE data and our state SLOs and that disaggregates by student population.

# Undergraduate Academic & Career Milestone Template

The Template below is a suggestion of milestones that are likely to be applicable to most IU undergraduates through a four-year journey, with adjustment needed for transfer students. milestones in red with asterisks are viewed as critical milestones which should be included in all undergraduate degree maps. The suggested milestones below are not meant to be rigidly followed but rather to inform conversations among academic advising and career services professionals on each campus or in each academic school. Many of these suggestions will necessarily need to be tailored to campus-, community-, discipline-, and industry-specific cultures and resources.

## First Year

### *Academic*

- **Meet with academic advisor to discuss major and career interests. \***
- Explore different majors typical career trajectories through IU's first destination and postsecondary outcomes dashboards.
- Use introductory courses and informational sessions as major exploration strategies.
- Develop effective study habits and time management skills.
- Participate in academic support services such as tutoring or study groups.
- Explore opportunities for research, service-learning, or study abroad.
- Confirm academic major and explore minors.

### *Career*

- Attend a career services workshop on exploring career options.
- Complete a career interest assessment.
- Pursue on-campus employment opportunities.
- **Create your resume and complete your Handshake profile. \***
- Join a student organization or club related to potential career interests.
- Attend career fairs to explore potential careers and internships.
- Begin networking with peers, faculty, and professionals in areas of interest.

## Second Year

### *Academic*

- Continue building relationships with faculty.
- **Set plan for engaged learning experiences (research, service-learning, study abroad). \***
- Seek academic advising regularly to stay on track with goals.
- Complete remaining general education requirements, if any.
- Explore leadership roles in student organizations.
- Consider graduate or professional school options and requirements.

### *Career*

- Update resume with new experiences and skills.
- Attend workshops on networking and job search strategies.
- Continue to attend career fairs; visit employer panels.

- Participate in job shadowing or informational interviews.
- Build professional network on LinkedIn.
- **Plan for or secure a relevant internship. \***

## Third Year

### *Academic*

- Continue to engage with your academic advisor to maintain progress toward academic and professional goals; verify you are on track for intended graduation date.
- Prepare for standardized tests for graduate/professional school (if applicable).
- Complete upper-level coursework, engaging with academic support resources as appropriate.
- Plan for senior year capstone or thesis projects.
- Consider applying for a nationally or internationally competitive fellowship.

### *Career*

- **Complete a relevant first internship. \***
- Plan for a relevant second internship.
- Update resume with internship or co-op experience.
- Attend advanced workshops on salary negotiation and job offer evaluation.
- Begin job search or apply for graduate programs.
- Practice advanced interviewing skills and attend career fairs.

## Fourth Year

### *Academic*

- Complete capstone projects or thesis if required.
- Meet with academic advisor for final check on goals and progress toward graduation.
- Apply for graduation.
- **Request letters of recommendation or commitments to serve as references from faculty and internship supervisors. \***

### *Career*

- Complete a relevant second internship.
- Finalize resume and cover letter.
- **Apply for full-time positions or graduate/professional programs. \***
- Attend on-campus recruitment events and career fairs.
- Prepare for interviews and follow up with networking contacts.
- Complete the first destination survey so future IU students learn about your journey.
- Join the IU alumni association to continue building your professional network.

*\* Indicates a critical milestone which should be included in all undergraduate degree maps (pathways in Stellar).*

# Task Force Charge

On April 11, 2024, Vice President Julie Payne-Kirchmeier, PhD welcomed and charged those individuals who accepted the nominations from their campus leaders in academic advising and career services to join the IU-Wide Outcomes for Academic Advising and Career Development Task Force.

Dear Task Force Member:

Thank you for agreeing to join the Task Force on IU-Wide Outcomes for Academic Advising and Career Development. You are joining an Indiana University effort to ensure all IU students are equitably informed and empowered to navigate to their educational and professional goals, irrespective of their major or campus. I applaud your willingness to commit your time and expertise to this important work.

In support of this effort, my office has realigned support for academic advising and career services within the Student Navigation and Support area, led by Associate Vice President Matthew Rust, alongside Kate Goldstein, Tim O'Malley, Emily McCord, and the upcoming University Director of Career Development and Work-Based Learning. This initiative builds on IU's existing strengths in coaching conversations training, integrated academic and career advising (e.g., EDGE), and technology adoption while incorporating new data-informed insights into the student experience. We envision a future where all IU students have a quality common experience in advising and career development in addition to the unique benefits they enjoy from their major- and campus-specific experiences.

Indiana University's strategic plan has a specific goal in the student success pillar to "Guarantee robust and equitable access to career preparation and academic advising for all IU students, including the significant expansion of high-impact experiential and career-related student experiences." Achieving this goal requires establishment of common student outcomes and associated expectations of advisors and career services professionals. Establishing an IU-wide framework for advising and career development will form the basis for:

- IU-wide onboarding, training, and ongoing professional development,
- IU-wide assessments of student-reported experiences with advising and career development as well as associated metrics connected to expectations of advising and career development practice,
- IU-wide dashboards with actionable intelligence on progress toward valued metrics, and
- IU-wide role descriptors with embedded references to these outcomes and expectations in the job framework families of academic advising and career services.

The task force is charged with:

1. reviewing the research and professional literature on proven and promising practices in advising and career development,
2. inventorying current statements of common outcomes or expectations at unit-, school-, or campus-levels regarding advising and career development throughout IU,
3. developing a draft IU Framework of Academic Advising and Career Development, consisting of core student outcomes and associated core expectations for advisors and career development professionals to achieve those outcomes,
4. presenting the draft framework to the full community of professionals in these areas at the May 2024 EDGE Conference, and
5. incorporating feedback from that community conversation into a final draft for presentation to IU leaders

Throughout your work, I encourage you to engage with the following questions:

- *In what ways do your proposed outcomes and expectations promote proactive, holistic, student-ready advising and career education that centers the experiences of students IU has historically under-served?*
- *How can these outcomes promote complementary efforts of academic advising and career services professionals that ensure academic and career planning are embedded throughout the IU experience? How might we visually represent the complementary nature of these efforts (e.g., a Venn diagram)?*
- *How might we adopt and adapt recommended outcomes from professional organizations (e.g., NACADA, NCDA, NACE) or research literature on advising and career development?*
- *In what ways can the advising and career development outcomes incorporate work-based learning, recognizing that the delivery of these experiences is in concert with employer partners?*
- *To what extent could established assessment instruments and existing data (e.g., NSSE) contain relevant items that could sufficiently measure the new IU-wide outcomes? Additionally, what might we be missing in this regard?*
- *To what extent can IU's student success technologies be leveraged to measure metrics associated with the expectations of advising and career development practice you endorse?*

Again, thank you for agreeing to participate and share your insights in this task force which will be facilitated by Matthew Rust and include representatives from academic advising and career services throughout Indiana University. The work of the task force will take place during April and May 2024 with a significant reporting out and feedback collection to occur at the IU EDGE conference on May 21, 2024. The taskforce will incorporate feedback from EDGE and conclude its work by June 30, 2024.

# Task Force Members Contributing to this Framework

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