

Beyond Foundations: Developing as a Master Advisor

Chapter 14 - Assessment of Academic Advising: Overview and Student Learning Outcomes

Reader Learning Outcomes

Readers will use knowledge gained about student success to

- Articulate reasons to perform assessment of academic advising:
 - Articulate the importance of assessing an effective advising program using student learning outcomes,
 - Understand the difference of assessing a program for effectiveness to identify improvements and secure funding from assessment used for accountability to justify program existence, and
 - Know that some assessment data can be used for both improvements and accountability.
- Recognize the differences between evaluation and assessment:
 - Know that evaluation is performed for an individual advisor,
 - Know that evaluation is based on students' perceptions and opinions.
 - Know that assessment is performed at the programmatic level,
 - Identify assessment as appropriate for determining student learning outcomes, and
- Identify Maki's four basic components of the assessment cycle:
 - Identify outcomes,
 - Gather evidence,
 - Interpret evidence, and
 - Implement change.

Aiming for Excellence discussion questions and activities

- Are any aspects of your academic advising program being measured? Is this measured activity being evaluated or assessed?
- Identify the pragmatic reasons to assess the effectiveness of your academic advising program.
- Identify the accountability reasons to assess your academic advising program.
- Which of the four steps of Peggy Maki's (2002) assessment cycle (Figure 14.1) can your team complete easily? Why?
- Which of the four steps of Maki's (2002) assessment cycle will create difficulties for your team in completing an assessment? Why?