

Beyond Foundations: Developing as a Master Advisor

Chapter 15 - Assessment of Academic Advising: Gathering Outcome Evidence and Making Changes

Reader Learning Outcomes

Readers will use knowledge gained about the assessment processes, outcome measures, and reported results to

- identify stakeholders for advising;
- determine the timing for measuring SLOs;
- determine the appropriate cycles for measuring SLOs;
- know the purpose of qualitative data;
- know the types of qualitative data;
- understand the meanings of resulting qualitative data;
- know the purpose quantitative data;
- know the types of quantitative data;
- understand the meanings of resulting of quantitative data;
- distinguish direct from indirect measures;
- recognize sources of benchmarking criteria (threshold values);
- identify criteria for establishing reliability;
- select measures that demonstrate validity;
- understand the importance of using multiple measurements for an SLO;
- determine sources of institutional sources relevant to SLOs;
- determine other established data sources relevant to SLOs; and
- appreciate the various formats for reporting outcomes to different stakeholders.

Aiming for Excellence discussion questions and activities

- Identify the stakeholders for your advising program. For a detailed discussion of stakeholders, including comprehensive classifications, see Messia (2010).
- Identify three things that students should know as a result of the advising program. This knowledge can be based on an advising mission statement (if available), specific advising program goals (if identified), institutional mission, or on the various areas of advising provided. They could also be based on external sources such as the CAS Standards or the NACADA Core Values.. This knowledge will comprise the desired cognitive SLOs for the advising program.
- Identify three skills or activities students should be able to do as a result of the advising program. These descriptions of capabilities can be based on an advising mission statement (if available), specific advising program goals (if identified), institutional mission, or on the various areas of advising provided. They could also be based on external sources such as the CAS Standards or the NACADA Core Values.. These skills or activities will comprise the behavioral SLOs for the advising program.
- Identify three experiences or benefits students should appreciate or value as a result of the advising program. These values can be based on an advising mission statement (if available), specific advising program goals (if identified), institutional mission, or on the various areas of advising provided. They could also be based on external sources such as the CAS Standards or

the NACADA Core Values.. These articulated values will comprise the affective SLOs for your advising program.

- Relate each of the nine SLOs to the appropriate CAS domains and dimensions.
- Select one of the nine identified SLOs and delineate the opportunities for students to achieve this specific outcome. See the mapping outcomes featured in Figure 15.1.
- Determine the time by which students should achieve each SLO (Figure 15.1). Identify one direct and one indirect outcome measure for the SLO.
- Collaborate with other campus constituents and stakeholders to determine if any institutional data are available to inform or serve as an outcome measure for the specific SLO.