Breaking Down Assessment of Academic Advising: The Assessment Cycle and Student Learning Outcomes

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Overview of Session

Part 1: What is Assessment of Academic Advising

- What is assessment of academic advising
- Why assess academic advising
- What is the Assessment cycle

Q&A

Part 2: What are Student Learning Outcomes for Academic Advising

- Types of outcomes
- Bloom and Fink
- Mapping outcomes

Q&A
Why Assess Advising?

- Measure the impact on learning
- Enhancing the student experience
- Program improvement
- Program accountability
- Program effectiveness
Why Assess Advising?

“...a lack of assessment data can sometimes lead to policies and practices based on intuition, prejudice, preconceived notions, or personal proclivities — none of them desirable bases for making decisions.”

Upcraft and Schuh (2002)

“Without data you’re just another person with an opinion.”

W. Edwards Denning, Data Scientist
What is Assessment of Academic Advising?

Assessment is "the creation of a formal, intentional process whereby student learning outcomes (SLOs) are identified and mapped across the curriculum, data is collected and interpreted, and changes are made as a result of the findings."

Robbins et al., 2021, p. 4.

The primary focus of assessment is what students learn as a result of their academic advising experiences!
# Assessment or Evaluation?

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Evaluation</th>
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<tbody>
<tr>
<td><strong>Focus</strong></td>
<td><strong>Focus</strong></td>
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<td>Programmatic</td>
<td>Individual</td>
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<td><strong>Process</strong></td>
<td><strong>Process</strong></td>
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<tr>
<td>Continuous &amp; Embedded</td>
<td>Episodic</td>
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<td><strong>Measures</strong></td>
<td><strong>Measures</strong></td>
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<td>Outcomes</td>
<td>Effectiveness</td>
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<td></td>
<td><em>Part of assessment, part of measuring outcomes</em></td>
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The Assessment Cycle

Institutional and Local: Vision, Mission, Goals, Objectives

THE ASSESSMENT CYCLE


NACADA | THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING
The Assessment Cycle: Foundational Elements

- Stakeholders
- Values
- Vision
- Mission
- Goals
Identifying Key Stakeholders

- Colleagues, faculty, administrators, institutional researchers, staff, students, and institutional community

- Decide how the assessment team will interact, overlap, and/or support other institutional efforts

- Encourage stakeholders on and off campus

- Continuous communication and feedback is a must!
Identifying Key Stakeholders

A Collective & Collaborative Process Builds…

• shared trust
• shared motivation
• a shared language
• institution-wide support for advising

The result… a shared ownership and belief in the process
Academic Advising **Values**

- Values: reflect what you consider important in academic advising
- Align with current professional practices, competencies & philosophies

NACADA Core Values at [https://nacada.ksu.edu/Resources/Pillars/CoreValues.aspx](https://nacada.ksu.edu/Resources/Pillars/CoreValues.aspx)
Advising Vision

Aspirational statement to promote commitment

Should be…

- Inspirational
- Ambitious & Realistic
- Descriptive
- Clear
- Consistent
- Evokes Enthusiasm

“To foster an environment that empowers students to recognize their full potential and embrace their academic journey.”

University of Colorado Denver CLAS advising
Mission Statement

The purpose of academic advising on campus or in an advising unit.

The Mission Statement

- serves as the roadmap to your vision-inspired goals
- affirms values of academic advising
- realistic and succinct

“Academic Advising at SUNY Broome strives to educate, empower and serve students in their quest for academic success.”
Programmatic Goals

• Clarify intent of mission
• Use precise language
• Are action oriented
• Serve as link between mission and measureable outcomes

“Provide a safe, respectful, and confidential space for students to ask questions and discuss their educational plans and career goals” (SUNY Broome)
Q & A
Part 2: Identify Student Learning Outcomes

I SAID I TAUGHT HIM. I DIDN'T SAY HE LEARNED IT
## Student Learning Outcomes

### Cognitive:
What do we want students to **KNOW** as a result of participating in academic advising?

- As a result of academic advising, by the end of the first 6 weeks of their first semester, all students **know how to register** for courses the next semester.

### Behavioral:
What do we want students to **DO** as a result of participating in academic advising?

- As a result of academic advising, **all students correctly register** for the subsequent semester during their assigned registration period.

### Affective:
What do we want students to **VALUE OR APPRECIATE** as a result of participating in academic advising?

- As **seniors**, students **appreciate the role of academic advising** in getting registered each semester for the subsequent semester.
Everything you need to know about writing SLOs… you learned in Elementary School

Simple sentences
- Subject (Who?)
- Verb (Action?)
- Direct Object (Does What?)

Sentence Stem: Because of Academic Advising…

Sample SLO: As a result of academic advising, students will define educational goals.
Tips on Developing SLOs

- **Avoid compound SLOs**
  - “students understand *and* value the purpose of a liberal arts education”
  - “students understand *and* utilize their degree progress reports”

- **WHERE and WHEN will learning happen?** (Mapping)
# Bloom’s Taxonomy Verbs

<table>
<thead>
<tr>
<th>Bloom’s Noun</th>
<th>Anderson &amp; Krathwohl’s Action Verbs</th>
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<tbody>
<tr>
<td>Knowledge</td>
<td>Remember, define, duplicate, state, repeat</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Understand, locate, classify, discuss, explain, differentiate, interpret</td>
</tr>
<tr>
<td>Application</td>
<td>Demonstrate, complete, calculate, implement, operate, illustrate, schedule</td>
</tr>
<tr>
<td>Analysis</td>
<td>Differentiate, organize, categorize, compare, test, critique, experiment</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Assess, appraise, judge, predict, evaluate, choose, rate, argue, recommend</td>
</tr>
<tr>
<td>Synthesis</td>
<td>Create, design, construct, formulate, develop, organize, modify</td>
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(Robbins et al., 2021, p.29)
# Fink’s Taxonomy of Significant Learning

<table>
<thead>
<tr>
<th>Category</th>
<th>Example</th>
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<tbody>
<tr>
<td>Foundational Knowledge</td>
<td>Students define educational goals.</td>
</tr>
<tr>
<td>Application</td>
<td>Students make choices about their academics that help them achieve their educational goal.</td>
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<tr>
<td>Integration</td>
<td>Students participate in co-curricular and employment activities to help achieve their educational goal.</td>
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<tr>
<td>Human Dimension</td>
<td>Students consider the internal and external motivation behind their educational goal.</td>
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<tr>
<td>Caring</td>
<td>Students consider how their education goal can make an impact on others.</td>
</tr>
<tr>
<td>Learning How to Learn</td>
<td>Students are able to adjust their educational goal based on changes in their life situation.</td>
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(Robbins et al., 2021, p. 30)
Mapping SLOs

“The process of determining *when*, *where* and *through what experiences* the outcomes for academic advising will be accomplished over students’ academic careers as well as when students are expected to achieve the outcomes.”

(Robbins et al., 2021, p. 33)
What is an Assessment Map?

- A chart for direction
- Identifies learning outcomes
- Identifies activities that facilitate learning
- Identifies intersection of outcomes and activities
- How often they intersect
- A path towards achieving outcomes
Why Map?

- Aligns advising activities with student learning outcomes
- Reflect on connection between advising and learning
- Matches expectations of students to practice

- Visual representation of learning and advising
- Good communication tool for stakeholders
Mapping Steps

1. Select a learning outcome

2. Identify academic advising opportunities provided for the outcome to be achieved

3. Identify the timeline or deadline by which the outcome must be achieved

4. Begin to consider how to determine whether the outcome has been met

(Robbins et al., 2021, p. 35)
## Mapping the Learning Experience

<table>
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<tr>
<th>SLO Component</th>
<th>Example Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student learning outcome</td>
<td>As a result of academic advising, students will define an educational goal</td>
</tr>
<tr>
<td>Opportunities for learning</td>
<td>Group advising session&lt;br&gt;Online materials&lt;br&gt;Orientation presentation&lt;br&gt;One on one advising appointment</td>
</tr>
<tr>
<td>When the learning must occur</td>
<td>By the end of their first semester advising appointment</td>
</tr>
<tr>
<td>How will you know?</td>
<td>Audit advising notes&lt;br&gt;Survey students after advising appointments.&lt;br&gt;Collect degree plans</td>
</tr>
</tbody>
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(Robbins et al., 2021, p.36)
Conclusion

• This brief summary included:

1. Overview of the assessment cycle for academic advising
2. Basics for developing and mapping student learning outcomes for academic advising

• Stay tuned for an accompanying Pocket Guide coming in summer 2022 that details the rest of the assessment process:

THANK YOU!