Developing and Assessing Student Learning Outcomes

Stephanie Hands, University of New Mexico
Stephanie Kraft-Terry, Ph.D., University of Hawai'i at Mānoa

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Our Goals for today...

• Participants will:
  • Understand how student learning outcomes are derived from Advisement Mission, Goals, and Values
  • Be able to incorporate student learning outcomes into an Advising Syllabus
  • Identify and map student learning outcomes
  • Appreciate how SLO’s fit into the Advising Assessment Process

Affirm the Role of Academic Advising

“Academic advising has three components: • curriculum (what advising deals with), • pedagogy (how advising does what it does), and • student learning outcomes (the result of academic advising).”

Excerpt from Preamble: Concept of Academic Advising
National Academic Advising Association

Evaluation versus Assessment

Assessment
• systematic process of collecting, reflecting upon, and utilizing information gathered from multiple data-collection techniques.
• focused on the improvement of student learning and development.

Evaluation
• discrete judgment of value or worth.

“Assessment and Accountability”
(Rich Robbins, 2011)

Academic Advising Administration: Essential Knowledge and Skills for the 21st Century
Why develop outcomes and assess?

- Learning outcomes answer the question: what should students learn through academic advising?
  - Knowledge
  - Skills
  - Strategies
- Learning outcomes are NOT advisor/advisee responsibilities.

SLO’s help us all...

- Learning objectives give STUDENTS a way to think about and talk about what they are learning.
- The process of constructing learning objectives help ADVISORS focus on the question of what students should learn through academic advising and how they are going to teach it.
- Learning objectives make it possible for ADMINISTRATORS to assess how well the process of teaching and learning is progressing.

Let the Mission Guide

Be intentional and align with the campus mission, as you set student learning outcomes and the methods to assess them.

Do your advisors know the standards they should meet?

- Who are they educating?
- What are they trying to influence?
- How?
- When?
- Why?
What is the student perspective?

- Why are they connecting with advisors?
- Is there a disconnect between the advisor’s focus and the student’s expectations?
- How can you reconcile the discrepancy?

Integrate the Three Advising Components

- Student Learning Outcomes
- Curriculum (syllabus as a tool)
- Pedagogy (methodology)

Outcomes

Assessment - Student Learning Outcomes

- A student may learn the curricular requirements to be eligible to declare a desired major (COGNITIVE LEARNING), scheduling an academic advising appointment (BEHAVIORAL LEARNING), and appreciate the value of advising in achieving academic goals (AFFECTIVE LEARNING) as results of academic advising.

Excerpt from “Assessment and Accountability” (Rich Robbins, 2011) Academic Advising Administration: Essential Knowledge and Skills for the 21st Century
Start with a focus on what the students should learn as they engage with advising.

• What are the learning objectives?
• How do you determine whether these are accomplished?
• How do you judge the benefits?

Focus on Outcomes

“What KNOW”
... university core requirements
... how to use the student information system
... how to read their degree audit

Focus on Outcomes

“What DO”
... generate their degree audit
... keep advising appointments
... access course descriptions
Focus on Outcomes not Behaviors

“VALUE”
...the university core requirements
...taking courses in their major
...academic advising meetings

Writing Learning Outcomes

• Verb – performance to be demonstrated (observable, “action”)
• Learning Statement – what learning will be demonstrated
• Criterion – standard of acceptable performance (conditions of performance demonstration)

Writing Learning Outcomes

Emphasize Student Observable, “Action” Verb Learning Statement

Student can create an academic plan that aligns with their career aspirations.

Criterion

Blooms Taxonomy Action Verbs [revised]

Creating
Evaluating
Analyzing
Applying
Understanding
Remembering

A Taxonomy for Teaching, Learning and Assessment (Anderson et al., 2001)
Activity One

• Advising Syllabus Scavenger Hunt...
  • Find a syllabus
  • Translate the mission into at least one learning outcome
  • Share

Considerations

• Does Tech affect?  Know
• Generational?  Do
• Is one the better to start with?  Value

How will you know?

• Mapping
• Prepare to assess
• Identify outcomes
• Gather evidence
• Interpret results

Assessment - Mapping

• Mapping is the process of determining when, where, and through what experiences the outcomes for advising will be accomplished over students’ academic careers.  (chart – pg. 61)

• Examples of assessments include student survey, review of students’ semester schedules, student focus groups, graduation rates, rubrics, among others.  (chart – pg. 61)

Excerpt from “Assessment and Accountability” (Rich Robbins, 2011)
Academic Advising Administration: Essential Knowledge and Skills for the 21st Century
### Mapping (Rich Robbins, Associate Dean, Bucknell University)

**Institutional Mission Statement**

**Local Mission Statement**

**Specific Goal or Objective**

**Specific Student Learning Outcome**

**Opportunities for Student Learning**

**By When You Want Student Learning To Occur**

**Outcome Measures**

**Data Instruments**

**Minimum Performance Criteria for Success**

**Action(s) Based on Data**

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**What happens next?**

- Acknowledge achievements
- Determine challenges
- Educate others
- Advocate for support
- Change to improve

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**Mapping: Let's try...**

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**Do not forget this step!**
Start the cycle again!

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