

**ONACADA** | THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

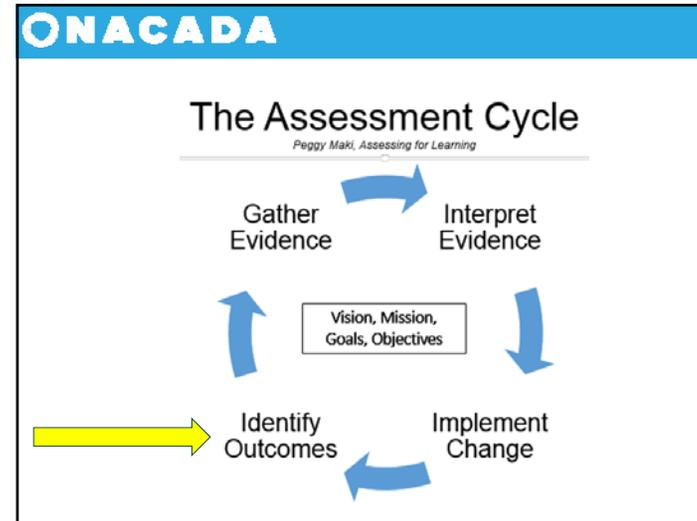
NACADA Executive Office  
 Kansas State University  
 2323 Anderson Ave., Suite 225  
 Manhattan, KS 66502-2912  
 Phone: (785) 532-5717  
 Fax: (785) 532-7732  
 email: nacada@ksu.edu

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## Student Learning Outcomes

Beth Higgins  
 University of Southern Maine



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## Two Questions

1. What do you want your students to learn?
2. How do you want your students to be different as a result of academic advising?

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## Sharing Outcomes

- Provides transparency of expectations.
- Gives the student the ability reflect on their learning.
- Creates conversation about learning.
- The professional development of a student.
- Think Advising is Teaching

## Institutional Mission → SLO

- **Mission:** To create a transformative educational experience for students focused on deep disciplinary knowledge; *problem solving*; leadership, communication, and interpersonal skills; and personal health and well-being.

~Carnegie Mellon University

- **Problem Solving SLO:** Student will know where to find course add/drop polices.

## Advising Mission → SLO

- **Mission:** The Mission of the Office of Academic Advising is to empower students in the development of meaningful *educational plans* that are consistent with their academic, personal and professional goals through direct service to the student and collaboration with faculty and other campus resources.

~ Saint Benedict – Saint John's

- **Educational Plan SLO:** Student will be able to complete a graduation planner that highlights their professional goals.

## Student Learning Outcomes

“Student learning outcomes define the goals of learning experiences; they specify what a student should be able to know, do, or value after participating in those activities.”



(Keeling, et. al, 2008)

## CAS SLOs

*A representative sample of learning outcomes for advising indicates that students will:*

- craft a coherent educational plan based on assessment of abilities, aspirations, interests, and values;
- use complex information from various sources to set goals, reach decisions, and achieve those goals;
- assume responsibility for meeting academic program requirements;

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### CAS SLOs *Continued*

- articulate the meaning of higher education and the intent of the institution's curriculum;
- cultivate the intellectual habits that lead to a lifetime of learning; and
- behave as citizens who engage in the wider world around them

(NACADA, 2006, para. 10).

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### Creating SLOs Using SMART Principles

- **S**pecific
- **M**easurable
- **A**ttainable
- **R**esults Focused
- **T**ailored



(University of Oregon, 2010)

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### Student Learning Outcomes

As a result of \_\_\_\_\_ in \_\_\_\_\_, students will  
(action verb) (activity)

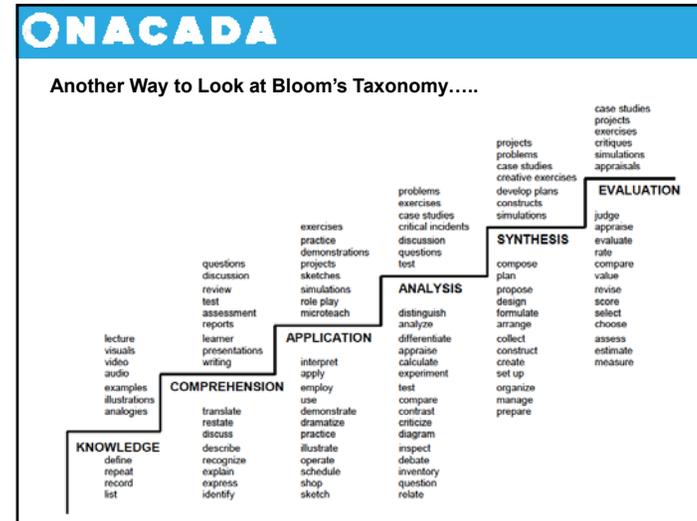
be able to (know/do/value) \_\_\_\_\_.  
(how they will be different)

## ONACADA

As a result of academic advising, what do we want students to learn?

Cognitive	Skills/Psychomotor	Affective
What do we want students to <b>KNOW</b> as a result of participating in advising?	What do we want students to <b>DO</b> as a result of participating in advising?	What do we want students to <b>VALUE</b> or <b>APPRECIATE</b> as a result of participating in advising?

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Bloom's Taxonomy of Educational Objectives					
Knowledge	Understand	Apply	Analyze	Evaluate	Create
Define	Explain	Solve	Analyze	Reframe	Design
Identify	Describe	Apply	Compare	Criticize	Compose
Describe	Interpret	Illustrate	Classify	Evaluate	Create
Label	Paraphrase	Modify	Contrast	Order	Plan
List	Summarize	Use	Distinguish	Appraise	Combine
Name	Classify	Calculate	Infer	Judge	Formulate
State	Compare	Change	Separate	Support	Invent
Match	Differentiate	Choose	Explain	Compare	Hypothesize
Recognize	Discuss	Demonstrate	Select	Decide	Substitute
Select	Distinguish	Discover	Categorize	Discriminate	Write
Examine	Extend	Experiment	Connect	Recommend	Compile
Locate	Predict	Relate	Differentiate	Summarize	Construct
Memorize	Associate	Show	Discriminate	Assess	Develop
Quote	Contrast	Sketch	Divide	Choose	Generalize



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## Cognitive SLOs

What do we want students to **KNOW** as a result of engaging in academic advising?

- Know** university core requirements
- Know** about academic support services
- Know** the number of credits required to graduate
- Know** how to use the catalog

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## Worksheet 5: Cognitive SLOs

Identify Four Things You Want Students to **KNOW** as a Result of Academic Advising

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### Skill/Psychomotor SLOs

What do we want students to be able to **DO** as a result of engaging in academic advising?

**Run** their degree audit

**Make** advising appointments

**Keep** advising appointments

**Email** their advisor when they need help

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### Worksheet #6: Skill/Psychomotor SLOs

Identify Four Things You Want Students to **DO** as a Result of Academic Advising



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### Affective SLOs

What do we want students to **VALUE or APPRECIATE** as a result of academic advising?

**Value/Appreciate** a liberal arts education

**Value/Appreciate** electives as part of a well-rounded curriculum

**Value/Appreciate** a holistic college experience

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### Five Levels of Affective SLOs

[http://www.d.umn.edu/~dglisczi/8003web/reading\\_downloads/BloomAffect.pdf](http://www.d.umn.edu/~dglisczi/8003web/reading_downloads/BloomAffect.pdf)

<b>Receiving</b>	Awareness and willingness to hear <b>Example:</b> Listen to others with respect.
<b>Responding</b>	Active student participation <b>Example:</b> Participates in advising discussions. Questions advisor in order to understand
<b>Valuing</b>	Worth student attaches to an object, phenomenon or behavior <b>Example:</b> Demonstrates belief in the advising process Sensitive towards individual/cultural differences
<b>Organizing</b>	Organizes values into priorities <b>Example:</b> Student creates a balanced life Accepts responsibility for actions
<b>Internalizing</b>	Student behavior is grounded in value system <b>Example:</b> Open to changes when new evidence arises

## Worksheet #7: Affective SLOs

Identify Four Things You Want Students to VALUE/APPRECIATE as a Result of Academic Advising



## Questions to Ask Yourself about your SLOs...

- Are they measurable? How can the student demonstrate their learning?
- Are they realistic? Can students be expected to change in the given timeframe?
- Are they clear? Are there any “ANDs” in them?

## Two Questions

1. What do you want your students to learn?
2. How do you want your students to be different as a result of academic advising?



## Next Steps