

DEVELOPING AND ASSESSING STUDENT LEARNING OUTCOMES

Academic Advising Administrators' Institute
Orlando, Florida

February 2015

Charlie Nutt
NACADA Executive Office

NACADA
The Global Community for Academic Advising

© 2015 NACADA The Global Community for Academic Advising

The contents of all materials in this presentation are copyrighted by the National Academic Advising Association, unless otherwise indicated. Copyright is not claimed as to any part of an original work prepared by a U.S. or state government officer or employee as part of that person's official duties. All rights are reserved by NACADA, and content may not be reproduced, downloaded, disseminated, published, or transferred in any form or by any means, except with the prior written permission of NACADA, or its authorized licensee. Members of NACADA may download copies or other content for their own use. Consistent with the mission and purpose of NACADA, however, no part of such content may be otherwise subsequently be reproduced, downloaded, disseminated, published, or transferred, in any form or by any means, except with the prior written permission of, and with express attribution to NACADA. Copyright infringement is a violation of federal law and is subject to criminal and civil penalties. NACADA and National Academic Advising Association are service marks of the National Academic Advising Association.

NACADA Executive Office at Kansas State University
2323 Anderson Ave, Suite 225, Manhattan, KS 66502-2912
P: 785-532-6717 | F: 785-532-7732 | E: nacada@ksu.edu

AFFIRM THE ROLE OF ACADEMIC ADVISING

"Advising is integral to fulfilling the teaching and learning mission of higher education. . .

Students learn to become members of their higher education community, to think critically and prepare to be educated citizens of a democratic society and a global community."

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

NACADA

The Global Community for Academic Advising

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

NACADA

The Global Community for Academic Advising

EVALUATION VERSUS ASSESSMENT

- Evaluation is a discrete judgment of value or worth.
- Assessment is a systematic process of collecting, reflecting upon, and utilizing information gathered from multiple data-collection techniques.
- Assessment is focused on the improvement of student learning and development.

Excerpt from "Assessment and Accountability" (Rich Robbins, 2011)

- Academic Advising Administration: Essential Knowledge and Skills for the 21st Century

NACADA

The Global Community for Academic Advising

WHY DEVELOP OUTCOMES AND ASSESS?

- Learning outcomes answer the question: what should students learn through academic advising?
- Specifically, what should advisees learn to do as a result of academic advising: what information should they be able to articulate and what skills should they be able to demonstrate?
- Learning outcomes are NOT advisor/advisee responsibilities. (Learning outcomes are focused on clarifying the intended learning process rather than the behavior that make those behaviors likely.)

NACADA

The Global Community for Academic Advising

WHY DEVELOP OUTCOMES AND ASSESS?

- 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.
- Specific learning objectives make it possible to more reasonably assess how well the process of teaching and learning is progressing.

NACADA

The Global Community for Academic Advising

ASSESSMENT – STUDENT LEARNING OUTCOMES

- Student learning outcome statements articulate the knowledge, skills, and values expected as a result of the academic advising experience.
- They measure students' cognitive learning (what students know), behavioral learning (what students do), and affective learning (what students value or appreciate) that result from the academic advising interaction.

Excerpt from "Assessment and Accountability" (Rich Robbins, 2011)

Academic Advising Administration: Essential Knowledge and Skills for the 21st Century

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

LET THE MISSION GUIDE

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

LET THE MISSION GUIDE

- A mission statement identifies what an advising unit is or should be now.
- Academic advising mission statements are the critical driving force to the overall assessment plan.
- The mission statement becomes the baseline for developing the goals and outcomes and for which academic advising should be measured.

Excerpt from "A Starting Point: Developing a Mission, Goals, Objectives, and Outcomes"

Academic Advising Administration: Essential Knowledge and Skills for the 21st Century

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?

START WITH A FOCUS ON WHAT THEY 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?

INTEGRATE THE THREE ADVISING COMPONENTS

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

FOCUS ON OUTCOMES NOT BEHAVIORS

- What do we want students to **KNOW** as a result of working with an advisor?
- What do we want students to be able to **DO** as a result of...
- What do we want students to value as a result of...

FOCUS ON OUTCOMES NOT BEHAVIORS

- **KNOW**
- ...university core requirements
- ...how to use the student information system
- ...how to read their degree audit

FOCUS ON OUTCOMES NOT BEHAVIORS

- **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

HOW WILL YOU KNOW?

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

WHAT HAPPENS NEXT?

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

Start the cycle again!