Webinar objectives:

Participants will:

- learn the purposes for student learning outcomes,
- gain an understanding of the variety of student learning outcomes that must be a part of any advising program,
- learn how student learning outcomes will drive the teaching and learning experiences in the advising relationship, and
- explore the key points to consider when developing student learning outcome for your campus.

Why Do Assessment of Academic Advising?

Susan Campbell, current NACADA President, tells us that on our campuses we must:

- develop a consensus around our collective understandings of academic advising and expectations of student learning,
- gather evidence so we can understand student learning and the delivery of academic advising, and
- use evidence (of student learning) to support improvements in the academic advising process that will contribute to the improvements of student learning.


Developing student learning outcomes for academic advising not only provides the vehicle for this collective understanding, but this process of development also provides the underpinning for our programs by incorporating student learning in a substantial way.

Peggy L. Maki's work (2004, Assessing for Learning) has shown us that a goal for academic advisors and advising administrators is to set forth the learning, over time and the student’s academic advising experiences, that is expected to occur.

Four Basic Questions we should ask concerning Academic Advising

As explained by Wendy Troxell (Illinois State University) and Gary Levy (University of Utah) at NACADA’s Data Driven Decision Making Seminar (January 2007), when gathering the evidence on our campus to support the student learning and, thus, guide decisions we make to improve our programs, we should ask the following four questions:

- What do we know we are doing well and what evidence do we have that we doing this well?
- What do we know we are doing well and what evidence do we not have that we doing this well?
- What do we know we are not doing well and what evidence do we have that we are not doing this well?
- What do we know we are not doing well and what evidence do we not have that we are not doing this well?

These questions can guide us in the development of student learning outcomes.
Constructing Learning Objectives for Academic Advising

*NACADA Clearinghouse* article by Holly Martin (University of Notre Dame) – which will be discussed by Presenter – is included with Presenter Handout materials. It is also available at [http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Learning-outcomes.htm](http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Learning-outcomes.htm).

The development of student learning outcomes is essential to establish what advisors are teaching through their interaction with their advisees and to establish for the students what they are expected to learn through their interaction with their advisors.

Developing the student learning outcomes for advising is often done in tandem with constructing an Academic Advising Syllabus. The CD and Pocket Guide developed from Webinar 2 "Academic Advising Syllabus: Advising As Teaching in Action" are recommended for assistance with the process of developing an Academic Advising Syllabus. These resources are available at [http://www.nacada.ksu.edu/Webinars/AdvSyllabus.htm](http://www.nacada.ksu.edu/Webinars/AdvSyllabus.htm).

Student learning outcomes must answer the questions: *What should advisees learn to do as a result of the academic advising experience; what information should they be able to articulate, and what skills should they be able to demonstrate?*

Student learning outcomes help advisors to focus on the question of WHAT students should be learning and HOW they are going to teach this.

Student learning outcomes for academic advising are generally constructed around three areas:

1. What information should the student learn through academic advising? What specific terms, rules, procedures, and systems will be taught that the student should be able to clearly state?
2. What skills should the student learn through academic advising? What tasks, skills or competencies should he or she be able to demonstrate?
3. What cognitive or developmental changes should the student be able to demonstrate due to academic advising? How should the student’s thinking have changed?

**University of Louisville resources**

Advising Web site: [http://louisville.edu/advising](http://louisville.edu/advising)

University of Louisville Student Learning Outcomes
[https://docushare.louisville.edu/dsweb/View/Collection-3089](https://docushare.louisville.edu/dsweb/View/Collection-3089)

**STOMP** (Student Tutorial Online Module Program)
Available at [http://www.s4.louisville.edu/stomp/](http://www.s4.louisville.edu/stomp/)
Contact for more information: Janet Spence - [janet@louisville.edu](mailto:janet@louisville.edu)
Questions you will be asked by our Presenter during the Webinar:

1. The initial step in the creation of student learning outcomes is developing a consensus around our understanding of academic advising and what students should learn. Which of these statements best describes your campus or advising group?
   - We have not established a consensus on what academic advising is and what the curriculum for advising is on our campus.
   - We have established a consensus on what academic advising is and what the curriculum for advising is on our campus but have NOT used that consensus to develop our student learning outcomes to determine what students know and can integrate and apply in their college experiences.
   - We have established a consensus on what academic advising is and what the curriculum for advising is on our campus and have used that consensus to develop our student learning.

2. A Teaching and Learning Center program on campus that is designed to assist faculty in enhancing their teaching can often be a great assistance in helping in the development of student learning outcomes for advising. To have the Center for Teaching and Learning be a part of the professional development of advisors in the area is a perfect mechanism to add to the culture change on your campus that academic advising is a learning-centered process. Which of these statements best describes your campus or advising group?
   - We do not have a Center for Teaching and Learning or equivalent unit on our campus.
   - We have a Center for Teaching and Learning or equivalent unit on our campus but have not utilized them in assisting us in developing student learning outcomes for advising.
   - We have a Center for Teaching and Learning or equivalent unit on our campus and have utilized them in assisting us in developing student learning outcomes for advising.
INTRODUCTION

The National Academic Advising Association Board of Directors endorses three documents that champion the educational role of academic advising in a diverse world.

The three documents are:
- **Concept of Academic Advising** ([http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Concept-advising-introduction.htm](http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Concept-advising-introduction.htm))
- **Statement of Core Values** ([http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Core-Values.htm](http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Core-Values.htm))
- **Council for the Advancement of Standards in Higher Education Standards and Guidelines for Academic Advising** ([http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/CAS.htm](http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/CAS.htm))

These sets of guiding principles affirm the role of academic advising in higher education, thereby supporting institutional mission, while at the same time, anticipating the needs of 21st century students, academic advisors, and institutions.

They can be used for a variety of purposes including professional development of academic advisors and program assessment. They also can be used when implementing a new advising program or revising a current one.

Academic advising is carried out by a vast array of individuals, including faculty and staff members. These guiding principles are intended for use by all who advise.

These documents support all categories of institutions with every type of advising delivery system. Intentionally, they do not address every detail and nuance of academic advising. Rather they should be used as starting points and references for a discussion of academic advising, providing the framework for a coherent approach to implementing a well-functioning academic advising program that would meet any specified institutional goals.

PREAMBLE

Academic advising is integral to fulfilling the teaching and learning mission of higher education. Through academic advising, students learn to become members of their higher education community, to think critically about their roles and responsibilities as students, and to prepare to be educated citizens of a democratic society and a global community. Academic advising engages students beyond their own world views, while acknowledging their individual characteristics, values, and motivations as they enter, move through, and exit the institution. Regardless of the diversity of our institutions, our students, our advisors, and our organizational structures, 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).
THE CURRICULUM OF ACADEMIC ADVISING

Academic advising draws primarily from theories in the social sciences, humanities, and education. The curriculum of academic advising ranges from the ideals of higher education to the pragmatics of enrollment. This curriculum includes, but is not limited to, the institution’s mission, culture and expectations; the meaning, value, and interrelationship of the institution’s curriculum and co-curriculum; modes of thinking, learning, and decision-making; the selection of academic programs and courses; the development of life and career goals; campus/community resources, policies, and procedures; and the transferability of skills and knowledge.

THE PEDAGOGY OF ACADEMIC ADVISING

Academic advising, as a teaching and learning process, requires a pedagogy that incorporates the preparation, facilitation, documentation, and assessment of advising interactions. Although the specific methods, strategies, and techniques may vary, the relationship between advisors and students is fundamental and is characterized by mutual respect, trust, and ethical behavior.

STUDENT LEARNING OUTCOMES OF ACADEMIC ADVISING

The student learning outcomes of academic advising are guided by an institution’s mission, goals, curriculum and co-curriculum. These outcomes, defined in an advising curriculum, articulate what students will demonstrate, know, value, and do as a result of participating in academic advising. Each institution must develop its own set of student learning outcomes and the methods to assess them. The following is a representative sample. 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
- 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
- behave as citizens who engage in the wider world around them

SUMMARY

Academic advising, based in the teaching and learning mission of higher education, is a series of intentional interactions with a curriculum, a pedagogy, and a set of student learning outcomes. Academic advising synthesizes and contextualizes students’ educational experiences within the frameworks of their aspirations, abilities and lives to extend learning beyond campus boundaries and timeframes.
Constructing Learning Objectives for Academic Advising
(from http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Learning-outcomes.htm)

Holly Martin
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University of Notre Dame
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Numerous academic advising units are adopting the learning-centered advising paradigm advocated in many recent NACADA Journal essays, including Lowenstein in “If Advising Is Teaching, What Do Advisors Teach?,” Hemwall and Trachte in “Academic Advising as Learning: 10 Organizing Principles,” and Melander in “Advising as Educating: A Framework for Organizing Advising Systems.”

When advising units adopt a learning-centered advising philosophy it is extremely helpful to construct specific learning objectives (goals) for advising. The advisors need to know what they are teaching through their interaction with their advisees, and the students need to know what they are supposed to learn through their interaction with an academic advisor.

Defining learning objectives

Learning objectives 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 objectives are not the same as a list of advisor/advisee responsibilities. Outlines of advisor/advisee responsibilities are often an important part of clarifying expectations and sometimes have learning objectives embedded in them. However, they are focused on behavior that makes learning possible e.g., attendance at group meetings and prompt communication. Learning objectives are focused on clarifying the intended learning outcomes rather than the behavior that will make those outcomes more likely.

The purpose of advising learning objectives

It has long been known that developing learning objectives helps classroom instructors achieve better clarity about what they want to accomplish in their classes, and greater clarity about what techniques they need to use to achieve those goals. Specific learning objectives also help students achieve those learning objectives more easily because they know, from the beginning, the goals of the course. Learning objectives give students a way to think about and talk about what they are learning. In addition, specific learning objectives make it possible to more reasonably assess how well the process of teaching and learning is progressing.

In this case, what is true for the classroom instructor is also true for the academic advisor. The process of constructing learning objectives helps advisors focus on the question of what students should learn through academic advising and how they are going to teach it. The use of well-designed learning objectives can help to focus advising sessions and shape advising strategies, as well as help students become more active and self-directed learners in the advising process. In addition, constructing learning objectives can assist in creating a method of assessing the effectiveness of advising practices through clear and attainable goals for advising outcomes.

The content of advising learning objectives

Learning objectives are generally constructed around three major areas: information, skills, and cognitive development.

What information should the student learn through academic advising? What specific terms, rules, procedures, and systems will be taught that the student should be able to clearly state? This information
might include the basic requirements of the college and department, how to register for courses, and where to find details and information about options and exceptions.

What skills should the student learn through academic advising? What tasks, skills or competencies should he or she be able to demonstrate? These skills might include various kinds of academic planning, communication, technical, and study skills. For example, the student should learn to build an academic schedule that fulfills necessary requirements while it also keeps open options and/or develops special interests.

What cognitive or developmental changes should the student be able to demonstrate due to academic advising? How should the student's thinking have changed? This might include the student’s ability to articulate the purpose of the requirements and curriculum as well as the advisee’s ability to create his or her own academic path within the structure supplied by the college or university. It might also include evidence that the student can intentionally discover and plan for lifelong intellectual interests.

**Learning objectives that fit the unit’s mission and the students’ needs**

Learning objectives need to be tailored to fit the needs of the university, college, or departmental environment in which students function. They also must be shaped to fit the academic advising model in use and, of course, they must be tailored to the needs of the students being advised.

Mission statements are extremely useful in constructing learning objectives. Reviewing the university, college, and/or departmental mission statement, as well as the advising unit’s own mission statement, helps direct focus on what is being taught and helps identify which skills are being taught in the context of advising. For example, teaching students how to research majors and to recognize their academic skills and interests is a step toward teaching them to be self-directed learners, a common goal at many colleges and universities.

Because the creation of learning objectives for academic advising is similar to creating learning objectives for traditional classroom courses, teaching centers designed to assist classroom instructors can be extremely helpful. Personnel in these campus teaching centers can suggest reading material, may have learning objective workshops in place, and can often meet with the advising unit to consult on their particular needs.

The academic advisors themselves are the experts on what learning objectives are most important to their own students, many of whom have special tasks they must master. For example, first generation students may need more instruction about the curriculum and the opportunities found at an institution. Student-athletes may need special assistance in learning how to manage their time. Learning objectives chosen by academic advisors will vary depending on the needs of the student population.

Often writing an academic advising syllabus is done in tandem with constructing learning objectives, but, even if a formal syllabus is not created, most units have an implied syllabus that can be used to help generate specific learning objectives. At certain times of the academic year, advisors are engaged in different kinds of teaching tasks. First year advisors, for example, begin by teaching students how to build reasonable first semester schedules that support their academic and career goals; next they assist students in making the transition to college-level academics; then advisors help students discover their preferred area of study after they have had a chance to adjust to college more generally. At different times of the year, advisors teach different skills. Identifying the information and skills being taught at each point in the process is a vital step in constructing learning objectives that fit the students’ needs.

Once the basics of constructing learning objectives are understood, it is useful to develop objectives as an advising unit and to build consensus within the unit. Because advising outcomes are generally judged against learning objectives, it’s important that advisors feel that the objectives are attainable and that they know good techniques for teaching them. Having advisors work as a group to draft learning objectives is helpful. Allowing advisors to revise the learning objectives until everyone is reasonably comfortable with them is also recommended.
Some practical considerations in constructing and using learning objectives

In addition to creating the learning objectives themselves, several other practical considerations are important. Advisors should decide on the order of the learning objectives, how they will be taught, how they will be used in various kinds of advising situations, and how progress towards them will be evaluated. Below are a few suggestions:

* Keep the learning objectives reasonable in number. Too many learning objectives will feel overwhelming both to the advisors and to the students.

* List the learning objectives sequentially, in students' normal developmental pattern. For example, list those learning objectives that pertain to achieving basic academic competence before focusing on long-range planning.

* Academic advisors can use learning objectives to help plan teaching strategies, focused individual and group communications, and meetings. Discussion of learning objectives in advisor staff meetings can also help advising units become more forward-looking in their work with the students.

* Include only those learning goals that the advisors can reasonably teach. If you have no strategies for teaching advisees to be better world citizens, don’t list it as a learning objective.

* Try to have several concrete teaching strategies for each objective. For example, students might learn about the department requirements through your email communication with them over the summer, through a handout you review with them in a one-on-one meeting early in the semester, and through the completion of a form they hand in to you before registration.

* It’s useful for the students to know from the beginning what the academic advising learning objectives are and how their advising experience will be different from what they experienced in high school. Therefore, distributing and discussing advising learning objectives in orientation sessions and/or through early communications with students is extremely helpful.

* Students also find it helpful if advisors return to the learning objectives at various points in the semester, discussing them in one-on-one meetings as well as in group meetings and communications. This assists students in judging their progress towards meeting those objectives and in understanding how the advisors will assist them in achieving those learning goals.

* Because advisors and students should assess progress toward learning goals, make certain learning goals are stated in such a way that the achievement of the goal is easily demonstrated. For example if one of the learning objectives is “By midterm of their first semester, students should be able to use the institution’s computer-based communication system to stay informed of academic deadlines/opportunities and communicate with advisors and other faculty members,” it is reasonably easy to construct various means of determining the students’ competence in these areas.

* Learning objectives should be dynamic. They should be flexible and change with the changing character of the student body, faculty, and institution. Plan on reviewing and rewriting them with some regularity.

Read More About It! References and Selected Additional Reading


Web sites: Examples of and Resources for Constructing Learning Objectives

- California Polytechnic State University: http://www.academicprograms.calpoly.edu/assessment/index.html
- Western Washington University: http://www.wwu.edu/depts/assess/slo.htm
- University of Alabama at Birmingham: http://main.uab.edu/show.asp?durki=83980
- University of Minnesota, College of Biological Sciences Syllabus: http://www.cbs.umn.edu/studentservices/advising.html
- Western Illinois University: http://www.wiu.edu/users/miuac/gehFiles/yrwyaa.htm
Mission and Outcomes for Academic Advising
Lumina Grant for Student Access, Persistence, and Success

Vision for Academic Advising

Ivy Tech Community College – Indianapolis will be the comprehensive advising program model that can be replicated throughout the statewide Ivy Tech Community College system.

Mission Statement for Academic Advising

Consistent with the mission and goals of Ivy Tech Community College – Indianapolis, Academic Advising is committed to engaging students in intentional, collaborative, supportive, and meaningful partnerships. Grounded in teaching and learning, Academic Advising will assist students in achieving their personal, educational, cultural, and career goals while becoming self-directed, life-long learners.

Goals of Academic Advising

Academic advising will help students to:
1. Successfully access and navigate higher education.
2. Clarify life and career goals.
3. Develop goal-oriented educational plans.
4. Interpret academic requirements and select appropriate courses.
5. Access available internal and external resources that enhance their education.
6. Identify other experiences that will enhance their life, educational, and cultural goals.
7. Develop critical thinking, decision-making, and independent learning skills.
8. Evaluate their progress toward career and life goals, degree completion, and transfer.

Learning Outcomes for Students

After experiencing academic advising, students will:
1. Understand and be able to access, navigate, and utilize college services.
2. Develop and utilize a career plan that supports their life goals.
3. Independently assess and act on their life goals.
4. Appreciate the foundational skills that are built through general education courses.
5. Independently evaluate, map, and manage their progress toward degree completion or transfer by using advising materials and degree audits.
6. Independently evaluate, map, and manage their transition from college to career by using Career and Outplacement services.
7. Recognize and value the importance of, and engage in life-long learning.
8. Integrate an awareness of cultural differences into their personal and professional relationships.

The Assessment Cycle
1. Identify outcomes.
2. Gather evidence.
3. Interpret evidence.
4. Implement change.
Professional Outcomes for Academic Advisors

To fully engage students in academic advising, academic advisors will:
1. Make themselves accessible to students through consistent office hours, phone contact, and email communication.
2. Reflect high ethical and professional standards.
3. Demonstrate knowledge of student development theory as it applies to academic advising and student success.
4. Demonstrate the skills necessary to work with a culturally diverse student population.
5. Exemplify friendly, courteous, and respectful interactions with students.
6. Make effective relational connections with students as demonstrated through interpersonal skills and genuine interest in their development.
7. Demonstrate knowledge of college programs, policies, and procedures.
8. Access and effectively use appropriate technology to enhance delivery of services.
9. Complete professional development activities to improve academic advising skills.
10. Participate in scheduled assessments of advising services and professional growth.

Mission Development Team
Jane Dalzell, Department Chair, General Studies
Jerry Harrell, Director of Student Services
Sarah Janicki, Assistant Director of Freshman Academic Advising
Beth Borst, Student Services Coordinator, Carmel Community Life and Learning Center
Bob Wurtz, Faculty, Design Technology
Laurie Griffin, Faculty, Hospitality Administration
Betty Beverly, Director of Career Services and Alumni Affairs
Monica Hinchey, Dean, Student Affairs/Enrollment Management

6/22/05
Student Learning Outcomes – University of Arkansas-Fayetteville

1. Students will appreciate the value of the higher education experience by:
   a. knowing and valuing the breadth and depth of the university curriculum
   b. Recognizing the value of the curriculum within their college and department
   c. Appreciating the university core and why courses must be taken outside their college or department

2. Students will value and appreciate the relevance of academic planning throughout their education by:
   a. Knowing the contact information of the student’s academic advisor or advising office.
   b. Being aware of when a major must be declared.
   c. Regularly reviewing the academic plan and making adjustments as necessary.
   d. Understanding that he/she bears the final responsibility for the successful completion of a degree.
   e. Understanding FERPA (Federal Educational Rights and Privacy Act) and its effects.
   f. Responding to email and phone calls in a timely manner. Students will understand the importance of keeping appointments and using the uark email as the primary email address.
   g. Updating student information on ISIS (Integrated Student Information System) as appropriate.

3. Students will utilize student support services by:
   a. Knowing about supplemental offices on campus (including offices that work with underrepresented populations, student athletes, honors students, and others with diverse needs).
   b. Knowing about the Enhanced Learning Center and other tutoring resources.
   c. Learning about the Career Development Center and their services.

4. Students will prepare a preliminary class schedule in consultation with advisors as necessary by:
   a. Making an appointment with the advisor either before or during the pre-registration period.
   b. Utilizing and understanding the University Catalog of Studies.
   c. Interpreting a degree audit.

5. Students will register for classes at their earliest designated pre-registration period on ISIS (Integrated Student Information System) by:
   a. Knowing the important dates in the academic calendar.
   b. Being realistic about scheduling and expecting that adjustments may need to be made.
Advisor Outcomes

1. Advisors will communicate the value of the higher education experience by:
   a. knowing and valuing the breadth and depth of the university curriculum
   b. Explaining the significance of the curriculum within their college and department
   c. Interpreting the university core and why courses must be taken outside the students’ college or department

2. Advisors will practice ethical and legal standards by:
   a. Respecting student confidentiality rights regarding personal information as defined by the FERPA (Federal Educational Rights and Privacy Act) and other legislation.
   b. Respecting diversity in all forms.
   c. Adhering to the highest principles of ethical behavior as articulated through NACADA (National Academic Advising Association) core values

3. Advisors will maintain and expand their knowledge and skill base related to academic advising by:
   a. participating in development opportunities offered by the Academic Advising Council, their individual colleges, and other sources
   b. keeping abreast of new policies, procedures, and other information

4. Advisors will guide students in curriculum planning by:
   a. Providing accurate information about university policies, procedures, and requirements.
   b. Explaining the university core, college requirements, course co and pre-requisites and course sequencing.
   c. Evaluating and monitoring student academic progress.
   d. Using the appropriate records when advising students.
   e. Assisting with and reviewing a student’s academic plan.
   f. Knowing and conveying the important dates listed in the academic calendar.
   g. Discussing alternative majors with students as appropriate, and being aware of the process to declare and change majors.
   h. Considering individual student’s interests, abilities, and needs.

5. Advisors will refer students to the appropriate resources by:
   a. Knowing the correct campus referrals and resources.
   b. Recommending opportunities for academic, career and professional development.

6. Advisors will be available and accessible by:
   a. Responding to email and phone calls from students in a reasonable manner.
Academic Advising at Oregon State University

Vision Statement

Oregon State University aspires to be recognized nationally for excellence in academic advising among land grant institutions.

Mission Statement

Oregon State University academic advising is a teaching and learning process dedicated to student success. Academic advising engages students in developing a plan to realize their educational, career and life goals.

Values Statement

The values associated with OSU advising are closely aligned with the stated values of the university.

Accountability: We are committed to providing timely, accurate, and intentional advising.

Diversity: We honor the unique nature and interests of each student. Advising services and delivery methods will be shaped to fit the diverse needs of our campus populations.

Respect: We seek to establish a reciprocal relationship with students based on an ethic of care and shared responsibility.

Social Responsibility: We foster a culture of independent thinking and global awareness so that students make informed, socially responsible choices consistent with their academic, career and life goals.

Integrity: We seek to engage students in a fair and professional process of meaningful self-reflection and authentic inquiry.

Goals Statement

OSU academic advising reflects the institutional goal of excellence in teaching and learning that is focused on student success. We will...

1. Continually assist students in understanding the nature, purpose and potential of higher education.

2. Ensure that students have access to knowledgeable and informed advisors who demonstrate care and respect.

3. Mentor students as they explore and clarify their values and educational and life goals.

4. Provide accurate information about educational opportunities, requirements, policies and procedures.

5. Collaborate with students on the development and implementation of academic plans and educational experiences congruent with the student’s interests and abilities.

6. Communicate regularly with students to monitor and evaluate their educational progress.

7. Teach students to utilize university resources to maximize their unique educational and personal potential.
8. Improve University-wide academic advising via an ongoing assessment program.

Learning Outcomes

OSU academic advising celebrates the diversity and the unique needs of our academic units and our student populations. The following outcomes, intrinsically tied to our eight goals, encompass this diversity and ensure consistency in our advising principles.

1. Continually assist students in understanding the nature, purpose and potential of higher education.

<table>
<thead>
<tr>
<th>Advisor and Delivery Outcomes</th>
<th>Student Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>University, college, department, and program literature will clearly articulate the nature, purpose, and potential of higher education.</td>
<td>Students will articulate and appreciate the purpose of higher education and what it means to be a member of a community of scholars.</td>
</tr>
<tr>
<td>Advisors will introduce the nature, purpose, and potential of higher education during recruitment and orientation for students.</td>
<td>Students will participate in university opportunities as a conduit for maximizing their potential.</td>
</tr>
<tr>
<td>Advisors will reinforce this understanding throughout the student’s academic career.</td>
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</tbody>
</table>

2. Ensure that students have access to knowledgeable and informed advisors who demonstrate care and respect.

<table>
<thead>
<tr>
<th>Advisor and Delivery Outcomes</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Advisors will participate in ongoing professional development and advising education.</td>
<td>Students will be able to articulate the purpose and benefit of academic advising, as well as their responsibility in that process.</td>
</tr>
<tr>
<td>Advisors will access technology that supports and enhances their ability to work with students.</td>
<td>Students will access academic advising in a timely and appropriate manner.</td>
</tr>
<tr>
<td>Advisors will be attentive and respectful in their interactions with students.</td>
<td></td>
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<tr>
<td>Units with advising responsibilities will ensure that students have timely and appropriate access to advisors.</td>
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</table>

3. Mentor students as they explore and clarify their values and educational and life goals.

<table>
<thead>
<tr>
<th>Advisor and Delivery Outcomes</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Advisors will promote intentional programs for first year students that introduce them to opportunities for intellectual and personal growth.</td>
<td>Students will articulate and examine their personal values as they relate to their educational and life goals.</td>
</tr>
<tr>
<td>Advisors will foster and support relationships with and refer students to campus programs, offices, and personnel that facilitate intellectual and personal growth.</td>
<td>Students will be able to identify fields of study that are consistent with their interests, abilities, and life goals.</td>
</tr>
<tr>
<td>Advisors will continually challenge and support</td>
<td>Students will participate in co-curricular activities that enhance their classroom experiences.</td>
</tr>
</tbody>
</table>
Students in their pursuit of meaningful university experiences and progress toward achievement of individual educational goals.

Students will identify campus mentors who had an impact on their success.

4. Provide accurate information about educational opportunities, requirements, policies and procedures.

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>Advisors will understand, adhere to, and effectively communicate their understanding of university requirements, policies, and procedures.</td>
<td>Students will know where to access accurate information about educational opportunities, requirements, policies and procedures.</td>
</tr>
<tr>
<td>Changes and additions to information relevant to advising will be regularly communicated to advisors.</td>
<td>Students will be aware of opportunities such as internships, study abroad, and co-curricular activities.</td>
</tr>
<tr>
<td>Advising resources will be frequently evaluated to assure they are accurate, accessible, and effective.</td>
<td>Students will understand the curricular requirements for their chosen field of study.</td>
</tr>
<tr>
<td>Students will be knowledgeable of institutional academic regulations, policies, and procedures.</td>
<td></td>
</tr>
</tbody>
</table>

5. Collaborate with students on the development and implementation of academic plans and educational experiences congruent with the student’s interests and abilities.

<table>
<thead>
<tr>
<th>Advisor and Delivery Outcomes</th>
<th>Student Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilizing effective communication skills, advisors will establish a positive working relationship with students.</td>
<td>Students will be able to identify and articulate their interests and abilities.</td>
</tr>
<tr>
<td>Advisors will assist students in making connections between their interests and abilities and available educational programs.</td>
<td>Students will be able to explain the relationship between their educational plan and their interests and abilities.</td>
</tr>
<tr>
<td>Advisors will promote an intentional decision making process and demonstrate how students can effectively use it.</td>
<td>Students will develop a meaningful and feasible educational plan consisting of curricular and cocurricular elements.</td>
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<tr>
<td>Advisors will provide a non-judgmental environment in which students can explore educational options.</td>
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6. Communicate regularly with students to monitor and evaluate their educational progress.

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<td>Advisors will be accessible to students for regular consultation every term.</td>
<td>Students will maintain regular communication with their advisor to monitor and evaluate educational progress.</td>
</tr>
<tr>
<td>Advisors will use appropriate technology to enhance delivery of services.</td>
<td>Students will be able to utilize online technology independently to evaluate their progress toward degree completion.</td>
</tr>
<tr>
<td>Advisors will teach students to use online tools to monitor progress.</td>
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| | |
Advisors and the institution will maintain accurate student academic records.  

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<td>Advisors will demonstrate knowledge of university resources and make appropriate referrals.</td>
<td>Students will know where and how to access appropriate support services to accommodate their unique needs.</td>
</tr>
<tr>
<td>Advisors will demonstrate knowledge of student development theory as it applies to academic advising and student success.</td>
<td>Students will explore and evaluate a range of potential opportunities as they shape their educational plan.</td>
</tr>
<tr>
<td>Advisors will develop and maintain relationships with relevant campus offices which support student success.</td>
<td>Students will select and integrate curricular, cocurricular and extra curricular activities into their university experience.</td>
</tr>
<tr>
<td>Advising offices and the institution will provide clear up-to-date information about resources in a variety of formats.</td>
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8. Improve University-wide academic advising via an ongoing assessment program.

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<td>The University community will participate in assessment as an ongoing process of inquiry.</td>
<td></td>
</tr>
<tr>
<td>The University and individual advising units will utilize information from assessment to enhance and improve advising services.</td>
<td></td>
</tr>
</tbody>
</table>

Created by OSU NACADA Summer Institute Team -- August 2005  
Last revised October 10, 2005