Identifying Opportunities for Learning: Mapping the Experience

Karen Boston, EdD
University of Arkansas

Jennifer Joslin, PhD
NACADA

Learning Outcomes for this Session

Cognitive Learning Outcomes
• Understand what assessment mapping is
• Understand the purpose of assessment mapping
• Understand the role that mapping plays in the assessment cycle
• Understand the multiple opportunities for learning, whether directly related to advising or through other sources

Behavioral Learning Outcomes
• Map a student learning outcome
• Map a process/delivery outcome
• Map an advisor learning outcome
• Acquire the tools needed to map multiple learning outcomes for academic advising

Affective Learning Outcomes
• Value the role of assessment mapping as a critical step in the assessment process
• Value the link between mapping and other stages in the assessment cycle
• Value the process of identifying opportunities for learning as a critical step in identifying gaps in the advising process

Overview of this Session

What is assessment mapping?
Why do we do assessment mapping?
How do we do assessment mapping?
What steps are involved in assessment mapping?
What are some examples of assessment mapping?

Participate in mapping practice (small groups).

Share examples of mapping progress (full group).

Key Terms to Remember

Student Learning Outcomes (SLO’s) – articulate what students are expected to know, do, value and appreciate as a result of participating in the academic advising experience.

Process/Delivery Outcomes (PDO’s) – articulate the expectation for how academic advising is delivered and what information should be delivered through the academic advising experience to meet the SLO’s.

Academic Advisor Learning Outcomes (ALO’s) – articulate the expectations for information delivery (the SLO’s) by the academic advisor as part of the student’s academic advising experience. Focus is on the advisor versus the programmatic services (advising office, department, etc.).

Mapping – the process of determining when, where and how the outcomes for advising will be accomplished over the students’ academic career and beyond

The Assessment Cycle

Peggy Maki, Assessing for Learning

Gather Evidence
Interpret Evidence

Key complementary components
• Student/Learning
• Process/Delivery

Identify Outcomes
Implement Change

What is an Assessment Map?

An assessment map charts where academic advisors and others who contribute to student learning integrate educational opportunities that address institution and program-level expectations for student learning.

What is Assessment Mapping?

The process of determining what, when, how, where, and through what experiences the outcomes for advising will be accomplished over the student’s academic career.

- It is a tool to determine the path toward achieving outcomes for advising.
- It helps us realize the stops along the way.
- It allows for a checks and balances, to make sure that we are providing opportunities for students to achieve the learning outcomes that we have identified.

Why Map??

Maps serve four main purposes:

1. Reflects connection between advising & learning
2. Matches expectations of students to practice
3. Provides visual representation of learning and advising
4. Communicates with stakeholders - external and internal validation.

Importance of Mapping:

- Aligns advising activities and strategies with anticipated student learning and process delivery outcomes, and
- Establishes point to measure learning
- Identifies where you give students the opportunity to:
  - Learn
  - Practice
  - Develop
  - Demonstrate

Mapping Example

Mapping Student Learning Outcomes

<table>
<thead>
<tr>
<th>What Should be Learned? (Student Learning Outcomes)</th>
<th>Where to Learn it? (What opportunities are provided for this learning to happen?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students will know the graduation requirements for their major.</td>
<td>• University Orientation Course</td>
</tr>
<tr>
<td>• Students will be able to select appropriate courses based on their academic goals.</td>
<td>• Individual Advising Appointments</td>
</tr>
<tr>
<td>• Students will value the role of academic planning and course selection as part of their academic goals.</td>
<td>• Group meetings for students in the major</td>
</tr>
<tr>
<td></td>
<td>• Summer Orientation Program</td>
</tr>
<tr>
<td></td>
<td>• University Orientation Course</td>
</tr>
<tr>
<td></td>
<td>• Individual Advising Appointments</td>
</tr>
<tr>
<td></td>
<td>• Meetings with faculty advisors</td>
</tr>
</tbody>
</table>
What Should be Learned? (Student Learning Outcomes)

Where to Learn it? (What opportunities are provided for this learning to happen?)

By what Time Should the Learning Occur?

How Will You Know / What Evidence Will You Gather?

- Students will know the graduation requirements for their major.
- University Orientation Course
- Individual Advising Appointments
- Group meetings for students in the major
- End of the first year
- Quiz students
- Survey students
- Ask advisors to rate their students’ understanding

- Students will be able to select appropriate courses based on their academic goals.
- Summer Orientation Program
- University Orientation Course
- Individual Advising Appointments
- End of the first semester
- Audit student files and schedules
- Quiz students
- Ask advisors to rate students’ understanding

- Students will value the role of academic planning and course selection as part of their academic goals.
- Individual Advising Appointments
- Meetings with faculty advisors
- End of the second year
- Intake questions at junior year advising appointments
- Survey students
- Observation at advising appointments
- Survey students
- Observation at advising appointments
- Ask advisors to rate students’ understanding

The Assessment Matrix/Table

Institutional Mission Statement
Local Mission Statement
Specific Goal or Objective
Specific Process/Delivery Outcome or Student Learning Outcome
Where Outcome Occurs
When or By When Outcome Occurs
Outcome Measure
Minimum Performance Criteria for Success
Data Instruments
Action(s) Based on Outcome Data

Mapping Process ~One Step at a Time~

1. Select a Student Learning Outcome
   - Example: Select three for 0-30 hours
   - Example: Select three for 31+ hours
2. Identify Opportunities for Learning
3. Determine the timeframe for Learning
4. Think about how you will know the learning occurred

Expectations for the Advising Process (Process/Delivery Outcomes)

Where the Process is to Occur? (Where are the opportunities provided for this learning to happen?)

By what Time Should the Learning Occur?

How Will You Know / What Evidence Will You Gather?

- Advisors provide accurate information to the students about their requirements for graduation.
- Individual Advising Appointments
- Group advising sessions
- Presentation to University Orientation class
- End of the first year
- Survey students
- Observation at advising appointments
- Survey students
- Observation at advising appointments
- Ask advisors to rate students’ understanding
- Intake questions at junior year advising appointments

- Advisors encourage students to take an active role in their course selection and academic planning.
- Individual Advising Appointments
- Website, newsletters, listserv, social media
- End of the first semester
- Survey students
- Observation at advising appointments
- Survey students
- Observation at advising appointments
- Ask advisors to rate students’ understanding

- Advisors communicate the importance of long-term academic planning to students.
- Individual Advising Appointments
- Website; newsletters, listserv, social media
- End of the second year
- Intake questions at junior year advising appointments
- Survey students
- Exit/graduation surveys

Mapping Example

Mapping Practice ~One Step at a Time~

1. Select a Process Delivery Outcome
   - Example: Select three for 0-30 hours
   - Example: Select three for 31+ hours
2. Identify the Advising Experiences/Opportunities
3. Think about how you will know the outcome has been achieved and what evidence you will gather
### Mapping Example

**Mapping Advisor Learning Outcomes**

<table>
<thead>
<tr>
<th>What Should be Learned? (Advisor Learning Outcomes)</th>
<th>Where the Process is to Occur? (Where are the opportunities provided for this learning to happen?)</th>
<th>By what Time Should the Learning Occur?</th>
<th>How Will You Know/What Evidence Will You Gather?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisors know their requirements in their majors for graduation.</td>
<td>Training sessions • Observations through advising sessions • Large group sessions</td>
<td>By the end of first semester of advising</td>
<td>Audit advising files • Survey advisors • Survey students</td>
</tr>
<tr>
<td>Advisors encourage students to take an active role in their course selection and academic planning.</td>
<td>Workshops, professional development • Observations through advising sessions • Large group sessions</td>
<td>End of first semester of advising</td>
<td>Survey students • Observations at advising appointments • Survey advisors</td>
</tr>
<tr>
<td>Advisors value long-term academic planning for their students.</td>
<td>Professional development • Research • Staff Meetings</td>
<td>End of first semester of advising</td>
<td></td>
</tr>
<tr>
<td>• Training sessions</td>
<td>• Observations through advising sessions • Large group sessions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Mapping Practice

**~One Step at a Time~**

1. Select an Advisor Learning Outcome
   - Example: Select One year of advising experience
   - Example: Select Five years of advising experience
2. Identify the Advising Opportunities for Learning
3. Think about how you will know the outcome has been achieved and what evidence you will gather

### Questions?