Leading the Charge to Develop an Assessment Plan for Academic Advising

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Because we don’t reinvent the wheel – we take turns driving…

Covered in this session

• You will:
  • Learn NACADA evaluation and assessment terminology
  • Connect mission, vision, goals, and outcomes to developing an assessment plan
  • Understand the assessment cycle
  • Identify measures associated with Advising assessment
  • Understand the mapping process of outcomes

"Assessment is a process that focuses on student learning, a process that involves reviewing and reflecting on practice as academics have always done, but in a more planned and careful way."

(Ewell, 2000)

"Assessment is an on-going process of collecting information that is aimed at understanding and improving student learning and personal development."

(Angelo, 1995)

“Assessment is the process through which we gather evidence about the claims we are making with regard to student learning and the process/delivery of academic advising in order to inform and support improvement.”

(Campbell, 2008)
Assessment Defined (What it is)
- Process
- Systematic/planned
- Focused on: Student Learning

What we like to call “evidence”

Assessment Defined (what it’s not…)
- Evaluation
- Focused on individuals
- Snapshots
- Complete

***But First: Activity One
- Identify stakeholders

Who will you invite to the table?
Key Terms

• Vision
• Mission
• Goals
• Outcomes:
  • Student Learning Outcomes (SLO’s)
  • Programmatic Outcomes

Mapping

...the process of determining when, where, and how the outcomes for advising will be accomplished over the students' academic careers.

• What should be learned:

• Where/When it should be learned:

• How should be learned:

Mapping (cont.)

Example:

• What: Student will know the components of the institution’s General Education requirements

• Where/When: Prior to first year (orientation): by end of first year (via advising sessions): by end of first year (via reading)

• How: Orientation sessions, advising sessions, personal reading of catalog or curriculum guide
Activity Two

- Map an SLO...
  - What
  - Where/When
  - How

Student Surveys not satisfaction surveys

- There is often a difference between an advisee receiving good, effective academic advising and being satisfied with the advising process.

- Negative information exchanged during the session

- Student “desires” for the advising session (informational, relational)

- Not customer service – Students are not our customers, they are our product!

How will I know?

- What is the evidence that the SLO has been achieved?
- What is the evidence that the method for delivery is sound?

- Measures:
  - Use multiple measures
    - ACT Survey of Academic Advising
    - Noel-Levitz Student Satisfaction Inventory (SSI)
    - Winston and Sandor’s Academic Advising Inventory (AAI)
    - Institutional Data
  - Connect the dots and look for gaps

- Student Surveys
  - Not satisfaction surveys
  - There is often a difference between an advisee receiving good, effective academic advising and being satisfied with the advising process.
  - Negative information exchanged during the session
  - Student “desires” for the advising session (informational, relational)
  - Not customer service – Students are not our customers, they are our product!
You have the data – what do you do with it?

- Interpret results regarding how they inform the advising process/delivery, student learning, and decision-making
- Determine with whom and how the results are reported
- Decide how you will implement changes based on the results
- START AGAIN!
Results will inform decision making

- Develop/Revise pedagogy or curriculum
- Design more effective programming
- Develop/Revise of advisor training
- Shape institutional decision making, planning, resource allocation

Activity Three

- Answer these questions:
  - Where are you in the Assessment process?
  - What will your next step be?
  - What support do you need?

Tips

- Remember to connect the student and the program
- Start small
- Set goals and a timeline
- Keep talking about the results

WE NEED TO HEAR FROM YOU!

Share your opinion on this session with one simple click from any of the event's web pages:
Resources

- Assessment Institute – *next year*…
- Guide to Assessment in Academic Advising, 2nd ed.
- Clearinghouse: https://www.nacada.ksu.edu/Resources/Clearinghouse/Assessment.aspx