Developing and Reflecting on Student Learning and Process/Delivery Outcomes - Getting to the Vital Few

Karen Boston, University of Arkansas
Tom Grites, Richard Stockton College of New Jersey

What will we discuss?
• The need for student learning outcomes and process/delivery outcomes in academic advising
• The preliminary information needed before creating student learning and process/delivery outcomes
• The establishment of a framework for outcome identification (what questions to ask . . .)
• The discussion and activities to assist you in beginning your action plan and understanding how SLOs and PDOs establish a foundation for assessment.

Assessment of Academic Advising Institute

Advising is teaching!

Goals of the Educational Process
• Help students clarify their values and goals
• Lead students to better understand the nature and purpose of higher education
• Provide accurate information about educational options, requirements, policies and procedures

Advising is teaching!

• Assist students with planning an educational program consistent with their interests and abilities
• Assist students in a continual monitoring and evaluation of their educational progress
• Integrate the many resources of the institution to meet students’ individual educational needs and aspirations

Advising as teacher!

• Curriculum – the WHAT of Advising
• Pedagogy – the HOW of Advising
• Learning Outcomes (of course…)
• Facilitates Communication
• Coordinates learning experiences
• Serves as a referral agent who connects students with all of an institution’s resources and co-curricular opportunities that can help them be successful

What does a syllabus include?

• Purpose
• Scope of the course
• Requirements
• Tools, texts, resources for the course
• Expectations of the instructor
• Student responsibilities
• Criterion for successful completion

(Nutt & Thurmond, 2005)
So what do learning outcomes accomplish?

Learning outcomes assessment provides a clear demonstration that academic advising is a longitudinal process that reaches across the institution (Nutt, 2004).

Student Learning Outcomes are statements that describe what students are expected to know, do, and appreciate as a result of the academic advising experience.

- What do we want students to know as a result of participating in academic advising? (cognitive)
- What do we want students to be able to do as a result of what they have learned in academic advising? (skills or psychomotor)
- What do we want students to value or appreciate as a result of participating in academic advising? (affective)

What does your institution value and believe the purpose and goals of academic advising are across the institution AND is it clearly articulated/communicated to all constituents?

Developing a Mission Statement

What does your institution value and believe the purpose and goals of academic advising are across the institution AND is it clearly articulated/communicated to all constituents?

The mission of the institution and the individual programs are cornerstones for assessment. Both the Mission Statement and subsequent Goals should be developed based on:

- NACADA Core Values
- CAS Standards for Academic Advising
- Concept of Academic Advising
- University Advising Council Mission Statement

Mission Statement Example

Academic advising is an active, ongoing partnership between the advisors and students grounded in teaching and learning. Advising is based on students gaining accurate and appropriate information and direction to help make their educational experience relevant, coherent, and meaningful. It is a process that assists students in connecting with the University of Arkansas, making thoughtful decisions related to their academic experiences, and maximizing their educational and career opportunities. Quality academic advising is essential to achieving the University’s vision for a “student centered research university serving Arkansas and the world.” (University of Arkansas)

The U of A Program Goals

- A mutual responsibility between advisor and student with the student possessing final responsibility for successful completion of a degree.
- A developmental and educational process that occurs over time.
- Consideration of individual students’ interests, abilities, and needs.
- A collaborative effort to connect students to campus resources and services.
- Reasonable availability and accessibility of advisors.
- Interpretation of University of Arkansas, college, and departmental rules and regulations.
The U of A Program Goals Cont’d

- A student’s understanding of the purpose and nature of the university core courses.
- Recommendation of appropriate courses.
- A student’s understanding of and progress toward academic requirements.
- General information regarding career options and opportunities, with appropriate referrals as necessary.
- Respect for students’ ethnic and racial heritage, age, gender, culture, national origin, sexual orientation, and religion, as well as their physical, learning, and psychological abilities.
- An understanding of and adherence to laws and regulations that relate to academic advising.
- Adherence to the highest principles of ethical behavior.

Assessment of Academic Advising Institute

Benefits of a Collective and Collaborative Process
Building of a shared trust
Building of a shared motivation
Building of a shared language
Building of support for academic advising institution-wide
The result is a shared ownership and belief in the process

Exercise 1:
Identify Your Stakeholders

Focus on Student Learning Outcomes

What we want students to…
KNOw
DO
& VALUE...

begins with us.
**Assessment of Academic Advising Institute**

**It’s All About Student Learning**

Understanding what, how and when students learn through academic advising

**Assessment of Academic Advising Institute**

**SLOs – The *Why* of Academic Advising**

- Why is there an academic advising program at your University?
- Why do academic advisors engage students in the activities they do?

“*WHY* addresses the purpose of academic advising

**Assessment of Academic Advising Institute**

**SLOs – the *What* of Academic Advising**

- Programmatically – What does the academic advising program need to do to support all student learning? What are the priorities for student learning?
- Individually – What do I need to do to help *all students and this student* achieve the generalized learning as well as the individual learning constructed through academic advising?

**Assessment of Academic Advising Institute**

**SLOs Guide How We Define and Enact Our Roles**

- Define Our Roles as Educators and Facilitators of Learning
- Learning is Individual and Developmental
- Indicates a Knowledge Base that Extends Beyond Information toward Conceptual Understanding
  - Student Learning and Development
  - Career Development
  - Others
- Challenge Us to Professionalize the Profession

**Assessment of Academic Advising Institute**

**SO….Student Learning**

Is at the HEART of Academic Advising – it is the core of our business!

What do you expect students to be able to

- **Know** (cognitive learning)
- **Do** (behavioral learning)
- **Value and Appreciate** (affective learning)

as a result of participating in academic advising?

**Assessment of Academic Advising Institute**

**Cognitive Elements**

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

- **Know** university core requirements
- **Know** about academic support services
- **Know** how to use the student information system
- **Know** how to use the catalog
- Etc…….
Assessment of Academic Advising Institute

Exercise 2: Identify Three Things You Want Students to **Know** as a Result of Academic Advising

Skills and Psychomotor Elements

- Generate their degree audit
- Make advising appointments
- Keep advising appointments
- Ask for help
- Access course descriptions and degree requirements using the online catalog
- Etc....

Assessment of Academic Advising Institute

Exercise 3: Identify Three Things You Want Students to **Do** as a Result of Academic Advising

Affective Elements

- Value/Appreciate university core
- Value/Appreciate taking courses outside their major
- Value/Appreciate the process of learning
- Etc....

Assessment of Academic Advising Institute

Exercise 4: Identify Three Things You Want Students to **Value or Appreciate** as a Result of Academic Advising

Tell me what is going on here?
And, tell me what is happening here?

Assessment of Academic Advising Institute

And, what is happening here?

Assessment of Academic Advising Institute

And what have we just discovered through these pictures?

Process/Delivery Outcomes

Assessment of Academic Advising Institute

Process/Delivery Outcomes

Many processes and people are involved within the delivery of academic advising.

If we only assess student learning outcomes, is the advising assessment complete?

Assessment of Academic Advising Institute

Process/Delivery Outcomes

• Determine what are the mechanics of delivery
  – Who is delivering advising?
  – How is it being delivered?
• Determine the skills utilized in delivery
  – Oral/written communication
  – Non-verbal
• Determine content to be delivered
  – What and why and to whom

Assessment of Academic Advising Institute

Importance of process/delivery outcomes in the advising assessment plan

• Establishes expectations for advising professionals
• Establishes a basis for initial training and future professional development
• Establishes an advising partnership between advisors and students
• Establishes meaning/direction of various activities within advising (i.e. group advising, “chat,” individual appointments, websites)
Assessment of Academic Advising Institute

The Assessment Cycle
Peggy Maki, Assessing for Learning

Gather Evidence
Interpret Evidence
Identify Outcomes
Implement Change

Mission/Goals/Program Objectives

Key complementary components
- Student/Learning
- Process/Delivery

Framing the assessment outcome questions
EXAMPLES
- What are academic advisors expected to know, do, or value as they deliver academic advising to students?
- What are group advising sessions expected to do within the delivery of academic advising to impact student learning?
- What are walk-in appointments expected to do within the delivery of academic advising to impact student learning?

Process/Delivery Outcomes
Who establishes the process/delivery outcomes for your center or institution?
- Advisors
- Director
- Students
- Other institutional partners of significance
- The institution through documents like the mission or strategic plan
- National organizations (NACADA)
- Council for Academic Standards (CAS)

What is life-long learning if it’s only meant for students?

CAS Characteristics of Individual Excellence for Professional Practice in Higher Education
- General Knowledge and Skills
- Interactive Competencies with Students, Colleagues and the Institution
- Self Mastery

The Statement of Core Values of Academic Advising

What tools can be used to measure process/delivery outcomes?
- Survey
  - Are all methods of delivery complementary to learning?
- Observation
  - Combine with a rubric
- Interview
  - Talk to students and advisors
Assessment of Academic Advising Institute

Process/Delivery Outcomes
How are the results and change shared with advisor(s) and the institution?

- Staff meetings and written reports
- Individual Feedback Sessions
  - Let’s discuss assessment and evaluation
  - Be clear if the assessment will impact advisors individually
- Campus meetings and formal presentations
- Creative Documents – Posters & glossy handouts

Outcomes are action-oriented statements, measurable, and mapped across students’ experiences
Let’s go back to the photos and identify process/delivery outcomes that address the assessment questions around

- know
- do
- value

What are academic advisors expected to... as they deliver academic advising?

**Specific, action oriented and measurable**

DO

KNOW

VALUE

Skills and Psychomotor

- Navigate student administrative software programs (PEOPLESOFT, SCT Banner, DARS, etc.) to find relevant information
- Operate a projector to communicate information with a large group
- Communicate utilizing e-mail

Affective Elements

- Diversity of students within the population of the institution.
- The philosophy of the general education requirements of the institution.
- The value of higher education.
What occurs from assessing process/delivery of academic advising?

**CHANGE**

- Be realistic and hopeful.
- Analyze the data to determine what needs to be changed.
  - Processes/Procedures
  - Professional Development
  - Individual Behaviors
- Maintain a dialogue with advisors to make them part of the change process.
- Communicate needs with relevant campus partners.

What else might you get from assessing process/delivery outcomes?

- Validation
- Support
- Resources
- Another round of assessment
- And More!

Process/Delivery Outcomes

- Outcomes are action-oriented statements, measurable, and mapped across students’ experience
  - know
  - do
  - value

Student Learning and Process/Delivery Outcomes

As an assessment plan is developed, it is critical to identify:

- Student learning outcomes (what students will know, do, or value)
- Process/delivery outcomes (the vehicle/means of delivering academic advising that contributes to student learning)

Now it’s time to develop these outcomes for your plan.