Objectives Today

• Understand evaluation and assessment and the application to tech tools
• Understand how tech tools can contribute to evaluation and assessment
• Understand how an “activity-centered perspective” impacts evaluation and assessment
• Develop specific ideas for application to campus situation

Key Questions

1. Do your goals for advising align with the technology you use to deliver advising?
2. Do your advising goals maximize the limits of technology for advising?
3. If advising is teaching, how can you use technologies designed for teaching and learning to advance your advising practice?
Can we answer the hard questions?

"...less than two-fifths of the presidents, provosts, and CFOs surveyed by Inside Higher Ed this past year report that their institution does a "very effective" job of "using data to aid and inform campus decision-making."

Read more: [http://www.insidehighered.com/blogs/not-using-data-decisions#ixzz2kSZq1dAM](http://www.insidehighered.com/blogs/not-using-data-decisions#ixzz2kSZq1dAM)


Academic Advising

- Needs to document through data and assessment, what it can help higher educational institutions achieve, in pursuit of retention and college completion
- By using appropriate technology, we can assist in the student student learning process and more efficiently and effectively acquire those data we need for assessment

Slide courtesy of George Steele
Using LinkedIn with First Year Students #UGST1000

July 26, 2012 by Laura Pasquini

For many of my career and employment friends in higher education, LinkedIn is often a great professional networking website that many students explore later in their academic careers. Since “career development” is a process, a couple of us thought it might be helpful to expose our first year students to this networking network earlier in their degree programs.


Thx to @laurapasquini
What really unlocks innovation is not coming up with a solution but finding the right problem.

Dr. Bill Burnett, Stanford University

“The plural of anecdote is not data.”

~ Economist Roger Brinner

Questions We Might Ask

- What evidence supports student engagement? (Is “engagement” defined?)
- What evidence supports learning... and learning what exactly?
- Is the initiative/innovation worth the time and costs?

Tech in Advising Model: Tools

Concept by George Steele

Tech for Advising

Concept by George Steele

Understanding by Design:

1. Identify desired results (learning outcomes)
2. Determine acceptable evidence (means to assess if learners have learned)
3. Plan learning experience and instruction

Slide courtesy of George Steele
Accomplish What?
Laura Naismith, et al.;

Activity-Centered Perspectives:
- Behaviorist
- Constructivist
- Situated
- Collaborative
- Informal/Lifelong
- Learning/Teaching Support

Behaviorist: 
Computer-aided learning is presentation of the problem followed by attempt by user to solve the problem. (“Learning is transmitting information.”)

Constructivist: Learning is an active process in which learners construct knowledge based on past & current experiences. (Student has active role.)

Situated Learning: Learning is social; teacher are experts who model problem-solving for learners so they become experts. (Problem-Based Learning)

Collaborative Learning: The promotion and facilitation of interactions and collaborations between students. (Peer-to-peer, conversational environments best)

Informal and Lifelong: Informal and effective learning happens inside and outside of the classroom through formal & informal means.

Learning and Teaching Support: Enterprise-wide and other tools to support the learning environment.
Differences Between Evaluation and Assessment

<table>
<thead>
<tr>
<th>Focus</th>
<th>Evaluation</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Process</td>
<td>Individual</td>
<td>Programmatic</td>
</tr>
<tr>
<td>Measures</td>
<td>Episodic</td>
<td>Continuous &amp; Embedded</td>
</tr>
</tbody>
</table>

Part of assessment, part of measuring outcomes

Components of Technology Evaluation could include:

Is the tool/application/program:
- Easy to Use (perceived and real)
- Helpful (perceived as helpful and demonstrated to be so)
- Effective (given goals, or activity-centered perspective)

Key Components of Assessment

Barbara Walvoord

- Goals
- Information
- Action

Examples of Goals:
- advance student-centered learning
- increase student engagement
- promote student-centered instructional practices
- promote university awareness
- advance quality in undergraduate enrollment
- foster a culture of innovation

Planning for Evaluation & Assessment

1. Establish the goals
   - What do you want to learn?
2. Determine your sample
   - Who will you ask?
3. Choose methodology
   - How will you ask?
4. Create your instrument
   - What will you ask?
5. Pre-test the instrument
   - Are you getting what you need?

Jim Reeves, University of Georgia
Types of Measurement and Data

- Qualitative
  - exploratory
  - small samples
  - open-ended
  - emerging information
  - Information/data in form of rich, in-depth responses (words)
  - subjective, inductive interpretation of data
    - focus groups
    - case studies
    - naturalistic observation

- Quantitative
  - descriptive
  - large samples
  - structured
  - Information/data in form of numbers, measures (statistics)
  - objective, deductive interpretation of data
    - questionnaires
    - surveys
    - experiments

- Direct
  - may be qualitative or quantitative
    - direct observation of user behavior
    - pre-test/post-test of variable leading to desired outcome
    - standardized test or inventory measuring student learning
    - Comparison against student data (enrollment rates, retention rates, GPAs, transcript analysis, etc.)
    - counts or hits of site(s), pages, links, etc.

- Indirect
  - may be qualitative or quantitative
  - examples
    - focus groups
    - surveys, questionnaires
    - interviews
    - reports
    - tracking of user perceptions (satisfaction, ratings of advisors, ratings of service, etc.)
**Types of Measurement and Data**

**Multiple Measures Best!**
- Student Data
- Interviews
- Observation

**Evaluation and Assessment Palette**
- Surveys
- Computer logs
- Performance data
- Interviews
- Focus groups
- Observations
- Institutional data
- Case Studies
- Experiments
- Pre- and Post-Tests

**As a Result of Evaluation & Assessment**
- **Goals:** Create what learning environment? Accomplish...?
- **Information:** Discover What, How, Why, When
- **Action:**
  - Improve message
  - Modify delivery
  - Divert funding
  - Redefine focus
  - Clarify goals
  - Program improvement
  - Set better goals
  - Identify current and ideal state
  - Identify needs

**Can we do better?**
- Engage students on advising issues important to them which will lead to retention and completion
- Do so through a perspective of advising as teaching so to help students develop self-efficacy
- Use technologies that best apply to delivery of practices related to services, engagement, and learning
- Produce data, through use of technology, that contributes to the analytical understandings our institutions are engaged in to better understand and manage retention and completion efforts
- Contribute to our efforts to assess our academic advising programs, so we can improve our delivery and produce meaningful data for the analytics our institutions are engaged within to better understand and manage retention and completion efforts; and by doing so highlight the importance of academic advising to institutional missions

**“What really unlocks innovation is not coming up with a solution but finding the right problem.”**

Dr. Bill Burnett, Stanford University