


Developing & Measuring Student Learning Outcomes in Academic Advising


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What Is Assessment? By Definition . . .

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



What is the Difference between Assessment & Evaluation? according to Linda Suskie...

<p>Assessment is ...</p> <ul style="list-style-type: none"> • Establishing a clear, measurable expected outcomes of student learning • Ensuring students have sufficient opportunities to achieve these outcomes • Systemically gathering, analyzing, and interpreting evidence to determine how well student learning matches our expectations • Using the resulting information to understand and improve student learning • Focuses solely on the process and outcomes of learning <p style="font-size: small; text-align: center;">From Assessing Student Learning: A Common Sense Guide (2004), p.3</p>	<p>Evaluation is ...</p> <ul style="list-style-type: none"> • Using assessment information to make informed judgment on learning outcomes, pedagogical strategies, areas for change • Determining the match between intended outcomes and actual outcomes (may be synonymous with assessment) • Investigating and judging quality or worth of a program, project, or other entity rather than student learning • A broader concept than assessment which encompasses the overall functioning in academia (research, service, and funding/budget) <p style="font-size: small; text-align: center;">From Assessing Student Learning: A Common Sense Guide (2004), p.5</p>
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Assessment "Is Not"

- Assessment is NOT episodic
- Assessment is NOT just about measurement
- Assessment is NOT about performance evaluation—although it can inform it
- Assessment is NOT solely an administrative process
- Assessment is NOT easy or quick



Sharon Aiken-Wisniewski, NACADA Assessment Institute

How Things Ideally "Flow"

- Flowchart of Steps in the Assessment in Academic Advising (Ruth Darling)



Advisors as teachers!

- 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



NACADA Webinar, "Advising as Teaching" presented by Nancy S. King (2006)

Old Skool & Nu Skool Paradigms in Teaching

- **Instruction or Teaching Centered Paradigm...**
If the students don't learn the materials, the fault lies with the students, not the teacher (who feel no sense of responsibility to reach out or be proactive in their instruction)
- **Learning Centered Paradigm...**
Students are actively involved in self-directed learning with the teacher as the guide and assumes responsibility if a significant portion does not learn the material.



Wilbert McKeachie's biases on teaching...

- The emphasis is on learning and not teaching...it's about what happens in the students' minds and provide a basis for further learning, thinking, and use
- Teachers can be wrong
- Classes can be unpredictable
- One of our most important goals is to foster a desire for students to become lifelong learners
- There is a need for us to appreciate that much of what students learn happens *outside* of the classroom
- Reflection is key - thinking about what you want to accomplish, and what you and the students need to do to achieve these goals.



From Teaching Tips: Strategies, Research and Theory for College and University Teachers (2006)

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).



How do you construct student learning outcomes?

Student Learning Outcomes are statements that describe what students are expected to know and do by a specific time (Martin, 2005, p. 41) and ask:

- What do we want students to learn 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? (behavioral/skills or psychomotor)
- What do we want students to value or appreciate as a result of participating in academic advising? (affective)



Martin, (2005, September). Developing a Program – Assessment Plan. Athletic Therapy Today, 10(5) p40.

What to consider first?

The vision and mission of the institution and the individual programs are cornerstone to assessment.

Vision Statement

APSU's vision is to create a collaborative, integrative learning community, instilling in students habits of critical inquiry as they gain knowledge, skills, and values for life and work in a global society.



The mission at Austin Peay University...

Austin Peay State University is a comprehensive university committed to raising the educational attainment of the citizenry, developing programs and services that address regional needs, and providing collaborative opportunities that connect university expertise with private and public resources. Collectively, these endeavors contribute significantly to the intellectual, economic, social, physical, and cultural development of the region. APSU prepares students to be engaged and productive citizens, while recognizing that society and the marketplace require global awareness and continuous learning.



Taken from <http://www.apsu.edu/General/mission.aspx>

How does APSU accomplish this mission?

This mission will be accomplished by:

- Offering undergraduate, graduate, and student support programs designed to promote critical thinking, communication skills, creativity, and leadership;
- Expanding access opportunities and services to traditional and nontraditional students, including the use of multiple delivery systems, flexible scheduling, and satellite locations;
- Promoting equal access, diversity, an appreciation of all cultures, and respect for all persons;
- Serving the military community at Fort Campbell through complete academic programs;
- Providing academic services that support student persistence to graduation;
- Fostering a positive campus environment that encourages active participation in university life; and
- Developing programs (credit and noncredit), conducting research, and providing services that contribute significantly to the quality of life, learning, and workforce development needs of the region.



Taken from <http://www.apsu.edu/General/mission.aspx>

Other Things to Consider...

Academic Advising CAS Standards should also be used as a guide in developing SLOs

(http://www.nacada.ksu.edu/Clearinghouse/Research_Related/CASStandardForAdvising.pdf)

What or who are other campus resources should you identify as stakeholders (esp. important when you begin mapping)?

Also important to revisit the levels of knowledge and student development as you begin mapping your SLOs.



Student Learning Outcomes must be developmental...

Knowledge (Demonstrated Skills: list, define, describe, identify, label, examine, tabulate, quote, name, etc.)

Comprehension (Demonstrated Skills: summarize, interpret, compare/contrast, estimate, differentiate, discuss, etc.)

Application (Demonstrated Skills: demonstrate, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover, etc.)

Analysis (Demonstrated Skills: analyze, separate, explain, connect, classify, arrange, divide, compare, select, infer, etc.)

Synthesis (Demonstrated Skills: combine, Integrate, modify, rearrange, create, design, invent, compose, formulate, generalize)


Evaluation (Demonstrated skills: assess, decide, rank, grade, test, measure, recommend, convince, judge, explain, support, conclude, summarize)

**Bloom's
Taxonomy**



Pause.....

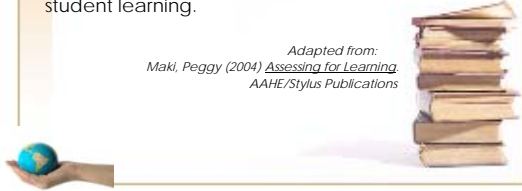
Lets develop some examples of student learning outcomes of our own...remember to explore what you already have and build from there!



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.

*Adapted from:
Maki, Peggy (2004) Assessing for Learning
AAHE/Stylus Publications*



What is Assessment Mapping?

- **The process of determining when, 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.



Kathy Zargas, NACADA Assessment Institute

Why Map?

Maps serve four main purposes:

- They stimulate discussion and critical reflection on collective learning priorities.
- They illustrate how well expectations match with educational practices that foster those priorities.
- They provide a visual representation of students' contexts for learning that may assist later on in interpreting results.
- They can be used for external and internal validation.



Mapping Steps

Mapping Student Learning Outcomes

1. Select a Student Learning Outcome
2. Identify the opportunities provided (through advising) for students to achieve the desired outcome
3. Determine the point by which the students should accomplish the desired outcome
4. Think about how will you know if the outcome has been met and what evidence you might gather to determine this
5. Repeat with a new Student Learning Outcome!



NACADA Guidelines for Mapping Outcomes...

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?
<ul style="list-style-type: none"> • Students will know the graduation requirements for their major. 	<ul style="list-style-type: none"> • University Orientation Course • Individual Advising Appointments • Group meetings for students in the major 	<ul style="list-style-type: none"> • End of the first year 	<ul style="list-style-type: none"> • Quiz students • Survey students • Ask advisors to rate their students' understanding
<ul style="list-style-type: none"> • Students will be able to select appropriate courses based on their academic goals. 	<ul style="list-style-type: none"> • Summer Orientation Program • University Orientation Course • Individual Advising Appointments 	<ul style="list-style-type: none"> • End of the first semester 	<ul style="list-style-type: none"> • Audit student files and schedules • Quiz students • Ask advisors to rate students' understanding
<ul style="list-style-type: none"> • Students will value the role of academic planning and course selection as part of their academic goals. 	<ul style="list-style-type: none"> • Individual Advising Appointments • Meetings with faculty advisors 	<ul style="list-style-type: none"> • End of the second year 	<ul style="list-style-type: none"> • Intake questions at junior year advising appointments • Survey students

Maximize Your Measures

True assessment of academic advising should involve multiple measures

- beyond a simple satisfaction survey or advisor evaluation
- individual measures *evaluate* (rather than assess) a *single* dimension of a *single* phenomenon
- multiple measures for each outcome and multiple measures for each student learning outcome (for multiple measures for multiple dimensions of a single phenomenon)



Rich Robbins, NACADA Assessment Institute

Types of multiple measures

Implementation of multiple measures validates the results for reporting/sharing across campus:

- Qualitative
- Quantitative
- Direct
- Indirect

Once you've assessed...
SHARE. SHARE. SHARE!



The Assessment Cycle

Peggy Maki, Assessing for Learning

