Using NACADA Pillar Documents as a Foundation for Student Learning Outcomes and Program Assessment for Academic Advising

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Session 158  
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10–11 am - Room LO11-LO12
Session Overview

- Introduction
- Brief overview of assessment definitions, purposes of assessment, reasons to assess
- Student learning outcomes (SLOs) defined
- Pillar documents overview
- Develop a SLO based upon a Pillar Document
- Map newly developed SLO back to the Pillar Document
- Map SLO forward to determine how, when, & where outcome will be met
A brief overview of assessment of academic advising...
What is Assessment?

“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 Assessment?

“Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning.”

Huba and Freed (2000)
What is Assessment?

“...a lack of assessment data can sometimes lead to policies and practices based on intuition, prejudice, preconceived notions, or personal proclivities – none of them desirable bases for making decisions”

Upcraft and Schuh (2002. p. 20)
Purpose of Assessment

- Program effectiveness
- Program improvement
- Program accountability
- Enhancing student
  - success
  - persistence
  - retention
- Activities aimed at student success, program improvement and accountability are all important
Assessment is...

- An on-going cycle of activity
- A gathering of a variety of information and data – evidence driven based on multiple measures
- Focused on measuring outcomes
- A constant, complex process of comparison and reasoning from evidence
- Always, to some degree, imprecise
The Assessment Cycle

The Assessment Cycle

1. Values
   - Vision
   - Mission
   - Goals
   - Programmatic Outcomes

2. Mapping the Experience
   - What experiences?
   - When or by when?

3. Gathering Evidence
   - When gathered?
   - Where gathered?
   - How often gathered?
   - From whom gathered?
   - How gathered?
   - Minimum performance criteria for success?

4. Sharing and Acting Upon the Results
   - Interpret how results inform practice
   - How and with whom to share interpretation
   - Follow up on implemented changes

5. Start the process all over again!

(adapted from Darling, 2005, 2010)
Assessment of Advising: Focus on Outcomes

NOT: is the student happy?

BUT: did we achieve the intended outcomes?
What is Assessment?

“Assessment is deciding what we want our students to learn and making sure they learn it.”

Suskie (p. 8)
Assessing Student Learning, 3rd edition
Defining Student Learning Outcomes (SLOs)

Cognitive SLOs

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

Behavioral SLOs

• What do we want students to **DO** as a result of participating in advising?

Affective SLOs

• What do we want students to **VALUE** or **APPRECIATE** as a result of participating in advising?

Robbins, 2016
Who is Watching and Why?

Effective Advising and Predictors of retention to 2\textsuperscript{nd} year:

Klepfer & Hull (2012)

- Math level
- Passing AP course(s)
- Meeting with an academic advisor (53% more likely to persist)

Kot (2014): Students who were advised

- Increased 1st-term GPA, 2nd-term GPA, and cumulative GPA
- Decreased probability of first-year attrition
Who is Watching and Why?
Importance of Advising

Academic advisors help “students select a program of study to meet their life and vocational goals. Academic advising is the second-most important function in the college. If it is not conducted with the utmost efficiency and effectiveness, the most important function in the college — instruction — will fail to achieve its purpose of ensuring that students succeed in navigating the curriculum to completion.”

Who is Watching and Why?
Persistence to Degree & Advisor interaction

“Students who met with their college advisor in their first year at their institutions had 30 percent higher odds of completing a degree program than those who did not”

Ross & Kena, p. 261
The result...

“Intensified focus on advising makes it imperative that we assess our academic advising programs to make sure that students are learning from their advising experiences.”

Rich Robbins, 2016
Four Pillars of Academic Advising

- NACADA Concept of Academic Advising
- NACADA Core Values of Academic Advising
- Council for the Advancement of Standards (CAS) Standards of Academic Advising
- NACADA Advisor Core Competencies
Student Learning Outcomes

Students will:

• craft a coherent educational plan
• set goals, reach decisions, and achieve those goals
• assume responsibility for meeting requirements
• articulate the meaning of higher education and their curriculum
• cultivate the intellectual habits that lead to lifetime learning
• engage in the wider world around them
NACADA Core Values
2005 & 2017

2017

Pillars Worksheet

2005 Framework to guide professional practice

- Introduction
- Declaration
- Exposition

COMMITMENT
Academic advisors value and are dedicated to excellence in all dimensions of student success. Advisors are committed to students, colleagues, institutions, and the profession through assessment, scholarly inquiry, life-long learning, and professional development.
2005 Core Value 1, Exposition:
Advisors are responsible to the individuals they advise.

- Advisors introduce and assist students with their transitions to the academic world by helping them:
  - see value in the learning process,
  - gain perspective on the college experience,
  - become more responsible and accountable,
  - set priorities
  - evaluate their progress,
  - uphold honesty with themselves and others about their successes and limitations.

- Advisors encourage self-reliance and support students as they:
  - strive to make informed and responsible decisions,
  - set realistic goals, and
  - develop lifelong learning and self-management skills.
The mission of Academic Advising Programs (AAP) is to assist students as they define, plan, and achieve their educational goals. The AAP must advocate for student success and persistence.

CAS 201: Domains & Dimensions
Relational competency:

5. Promote student understanding of the logic and purpose of the curriculum.
6. Facilitate problem solving, decision-making, meaning-making, planning, and goal setting.

Based upon Habley’s (1987) components of academic advising
Developing SLOs
Everything you need to know about writing SLOs…
you learned in Elementary School

Simple sentences
- Subject (Who?)
- Verb (Action?)
- Direct Object (Does What?)

Sentence Stem: Because of Academic Advising…
SLOs and Bloom’s Taxonomy

Session Guide

Bloom 1956

Anderson & Krathwohl 2001

NACADA
The Global Community for Academic Advising
Bloom’s Taxonomy Verbs

**Knowledge** remember, **identify**, arrange, reproduce, describe, collect, tabulate

**Comprehension** locate, classify, discuss, **explain**, **differentiate**, interpret

**Application** **demonstrate**, chose, calculate, operate, illustrate, schedule

**Analysis** **Analyze**, appraise, categorize, compare, distinguish, critique

**Synthesis** **Create**, construct, formulate, prepare, organize, generalize

**Evaluation** **Assess**, judge, predict, evaluate, rate, argue, recommend

Source: *National Institute for Learning Outcomes Assessment*
Tips on Developing SLOs

- Avoid compound SLOs
  - “students understand and value the purpose of a liberal arts education”
  - “students understand and utilize their degree progress reports”

- WHERE and WHEN will learning happen?

- HOW will you know if the SLO has been achieved?
Let’s Practice

Pillars Worksheet
Using an area circled in a Pillar Document…

Identify one thing you would like your students to **learn, value, or do** because of academic advising.

Reminder:
- Subject (Who?)
- Verb (Action?)
- Direct Object (Does What?)

Share examples
Mapping 2 Ways

Mapping back to the mission, goals, and pillar documents

Mapping forward to determine how, where and when the outcomes will be met
Map it back…

… Which mission or goal?

… Which Pillar document?

SLOs should be based on your programmatic mission and goals and mapped back to the concepts included in at least one of the four Pillar documents.
Mapping Student Learning Outcomes

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 checks and balances, to ensure there are opportunities for students to achieve the outcomes.
Mapping the Learning Experience

**What should be learned:**

- Student knows institution’s General Education requirements.

**Where it should be learned:**

- Orientation workshops
- Advising sessions
- Personal reading of catalog or curriculum guide

**When it should be learned:**

- Prior to first year (orientation)
- By the end of first year (via advising sessions)
- Within a year after graduation
## Mapping the Learning Experience

1. **Select a Student Learning Outcome.**

2. **Identify opportunities provided (through advising) for students to achieve the outcome.**

3. **Determine by what time/timeframe the learning should occur.**

4. **Think about how you will know if the outcome has been met and what evidence you will gather to determine this.**

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<th>~~~STEP #1~~~</th>
<th>~~~STEP #2~~~</th>
<th>~~~STEP #3~~~</th>
<th>~~~STEP #4~~~</th>
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<tbody>
<tr>
<td>Student Learning Outcome</td>
<td>What opportunities are provided for students to achieve the desired outcome</td>
<td>By what time should the learning occur?</td>
<td>How will you know if the outcome has been met/what evidence might you gather?</td>
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NACADA Assessment Institute

January 30 - February 1, 2020
New Orleans, LA
Identify one way you will use the information gained in this session when you return to campus?

Questions?

Complete the session evaluation!