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## Sharing the Experience of NACADA's Assessment of Academic Advising Institute 2014

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## Part II: Purpose and Stakeholders

### Chapter 3

### Engaging in Assessment

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#### Key Concepts

- Assessment influences what is assessed, how assessment data are utilized, and with whom information is shared.
- Identifying key stakeholders shows that assessment is a collective and collaborative process.

#### Why Do Assessment? Having a Purpose in Mind

Engaging in assessment is an important and significant activity; consequently, one should identify up front the reasons or purposes for doing assessment. This allows academic advisors to frame questions around issues that are important to the institution, program, and students. The reasons for conducting assessment are many and range from those related to accountability to curiosity and may be initiated because of external pressure or internal motivation.

Table 1 provides some sample reasons for participating in assessment. Identifying reasons will, in turn, help academic advisors identify the important questions to be explored.

**Table 1.** Selecting purposes for assessment

Reasons for Assessment	Three Reasons for Designing an Advising Assessment Plan
Among others, purposes for assessment are related to <ul style="list-style-type: none"><li>• Accountability</li><li>• Program management</li><li>• Efficiency and effectiveness</li><li>• Decision-making needs</li><li>• Budgeting</li><li>• Marketing</li><li>• Improving student learning</li></ul>	<ul style="list-style-type: none"><li>• To respond to the requirements of accrediting agencies</li><li>• To understand, as one way to improve services, the knowledge students are gaining from academic advising interactions</li><li>• To demonstrate to senior campus/system administrators the effectiveness of academic advising in supporting student achievement and success</li></ul>

#### Identifying Key Stakeholders

Assessment, like leadership, is not about "solo heroics" (Bolman & Deal, 2000, p. 197). To be effective, assessment needs to be a collective process whereby faculty members, staff, and students come together to consider the outcomes of the academic advising process. This

<p align="center"><b>Worksheet 1</b></p> <p align="center"><b>Reasons for Assessment &amp; Stakeholders</b></p>
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Reasons for Assessment: What are Your Three Main Reasons for Designing an Assessment Plan for Your Academic Advising Program?	Stakeholder in the process: Who Needs to Be Involved in Your Process and Why?
1.	1.
2.	2.
3.	3.

**Worksheet 2**  
**Values, Vision and Mission**

What Are the Values of Your Academic Advising Program?	What Is Your Vision for Your Academic Advising Program?	What is the Mission Statement for Your Academic Advising Program?

# Worksheet 3

## Goals and Programmatic Objectives

What Are Your Goals for Your Academic Advising Program?	What Are Your Programmatic Objectives for Your Academic Advising Program?
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.

**Worksheet 4**  
**Process/Delivery Outcomes**

Academic Process/Delivery Outcomes	What Expectations for Academic Advisor?

<p style="text-align: center;"><b>Worksheet 5</b></p> <p style="text-align: center;"><b>Student Learning Outcomes - Cognitive Elements</b></p>
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Student Learning Outcomes for Academic Advising	What Do You Want Students to demonstrate they KNOW as a Result of Participating in Academic Advising?
<ul style="list-style-type: none"> <li>• What do you expect students to know as a result of participating in academic advising?</li> <li>• What do you want students to demonstrate they know as a result of participating in academic advising? For example, you want may want students to know the general education requirements of your institution; you may want them to know about service learning experiences; you may want them to know about the campus procedures related to academic appeals.</li> <li>• These outcomes must be able to be “mapped” and measured, that is, if it is something you expect students to know, then you need to be able to identify where in (or through) the academic advising process they will be learn these things and how you will know when they’ve learned them.</li> </ul>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> </ol>

# Worksheet 6 Student Learning Outcomes - Skills Elements (psychomotor)

Student Learning Outcomes for Academic Advising	What Do You Want Students to demonstrate they ARE ABLE TO DO as a Result of Participating in Academic Advising?
<ul style="list-style-type: none"> <li>• What do you expect students to be able to do as a result of participating in academic advising?</li> <li>• Some examples include wanting students to be able to read a degree audit; identify courses that will add value to their intended majors and/or careers; how to use campus resources when they need assistance; or how to use your institution's automated registration system.</li> <li>• These outcomes must be able to be "mapped" and measured, that is, if it is something you expect students to be able to do, then you need to be able to identify where in (or through) the academic advising process they will be learn these things and how you will know when they've learned them.</li> </ul>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> <li>7.</li> </ol>



# Worksheet 7

## Student Learning Outcomes - Affective Elements

Student Learning Outcomes for Academic Advising	What Do You Want Students to demonstrate they VALUE/APPRECIATE as a Result of Participating in Academic Advising?
<ul style="list-style-type: none"> <li>• What do you expect students to value/appreciate as a result of participating in academic advising?</li> <li>• Some examples include wanting students to value/appreciate the role of internships as part of their undergraduate experience; value/appreciate general education as liberal education; the role of their academic advisor in helping to shape their educational plans.</li> <li>• These outcomes must be able to be “mapped” and measured, that is, if it is something you expect students to value/appreciate, then you need to be able to identify where in (or through) the academic advising process they will be learn these things and how you will know when they’ve learned them.</li> </ul>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> <li>7.</li> </ol>

<p align="center"><b>Worksheet 8</b></p> <p align="center"><b>Mapping, Gathering Evidence, and Setting Expected Levels of Performance</b></p> <p align="center"><b>Process/Delivery Outcomes</b></p>
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Process/Delivery Outcomes	Where the Process is to Occur <i>(relates to where assessment evidence will be obtained)</i>	From Whom, When and How Often will Evidence Be Gathered?	Where or How Will You Gather Evidence? <i>(quantitative, qualitative; direct, indirect)</i>	Level of Expected Performance <i>(Performance Criteria)</i>

**Worksheet 9**  
**Mapping, Gathering Evidence, and Setting Expected Levels of Performance**  
**Student Learning Outcomes**

<b>What Should Be Learned?</b> <i>(Student Learning Outcomes)</i>	<b>Where to Learn it?</b> <i>(What Experiences are Provided for Learning?)</i>	<b>By When Should Learning Occur?</b> <i>(First-Year, Sophomore Year, Junior Year, Senior Year, etc.)*</i>	<b>From Whom, When and How Often will Evidence Be Gathered?</b>	<b>Where or How Will You Gather Evidence?</b> <i>(quantitative, qualitative; direct, indirect)</i>	<b>Level of Expected Performance</b> <i>(Performance Criteria)</i>

**Worksheet 10**  
**Sharing and Acting on Results**

Interpret How Results Will Inform the Academic Advising Process, Student Learning and Decision Making	Determine How and With Whom You Will Share Interpretations	Decide How You Will Follow-up on Implemented Changes