



# Getting Started with Assessment of Academic Advising - Coffee Talk

Kara Moloney & Tiffany Johnson

Undergraduate Education Academic  
Assessment Team (aka *The A-Team*)

<http://assessment.ucdavis.edu>



# Setting our agenda

1. What is assessment and how can it help you?
2. Where do you start?
3. What kind of data do you collect?
4. What do you do with your data?



## *Anchor Question:*

What do you want to learn about students or advising in your unit (today)?

*Write your response on a sticky note.*



# Your questions (in no particular order)

- How many students go on to careers related to their major after graduation?
- How do we encourage first-year and transfer students to participate in mentoring?
- What do student learn from their majors that they take out into the world?
- How can we develop standards of practice for assessment of advising across campus?
- Do students feel that they have access to advising and that they're respected?



# Your questions (in no particular order)

- When they graduate, are students prepared?
- How can students demonstrate their preparedness?
- How do students think their major advisors are doing?
- How do we learn about what students know / don't know? (The unknown unknowns)
- How do we use data to assist students with a decision-making process?



# Your questions (in no particular order)

- What sources of information about advising do students trust?
- What are students' expectations of / for advising?
- What can we measure pre- and post-appointments?
- What kinds of conversations do students find useful in advising?
- What is the Administration planning to do with assessment data?



# Your questions (in no particular order)

- How do we articulate expectations about roles and responsibilities (advisor's responsibilities; students' responsibilities)?
- How can we use data to inform administrative decisions?
- How many students “conduct research” (how do we define and measure research)?



# Your questions (in no particular order)

- What advising best practices will help students avoid SD?
- How do I know if I am communicating effectively with students during appointments?
- How do I make use of the data I have now to develop student resources?
- How do students' priorities change throughout their college career?





# Your questions (in no particular order)

- Why do we do advising development the way we do?
- What are the demographics of the students we serve?  
What are the demographics of the students we COULD serve?
- How do we get students to accept “bad” news without blaming the advisor?
- How many students who start in a particular major persist?
- What is the impact of program advising on time-to-degree?



# Your questions (in no particular order)

- How do we identify areas for improvement (e.g., students who “disappear” from a program)?
- How do I know if my advising is working?
- How do we track students’ academic progress?
- What referrals do I make the most? Do students follow-up on referrals?



# What is assessment? How can it help you?



“Assessment is an ongoing process of collecting information that is aimed at understanding and improving student learning and personal development” (Angelo, 1995 p.7).



NACADA describes three key aspects of assessment: it is systematic, ongoing, and focused on student learning and development. (*Guide to Assessment of Academic Advising*, 2<sup>nd</sup> ed., 2010)



# Definitions—Outcomes

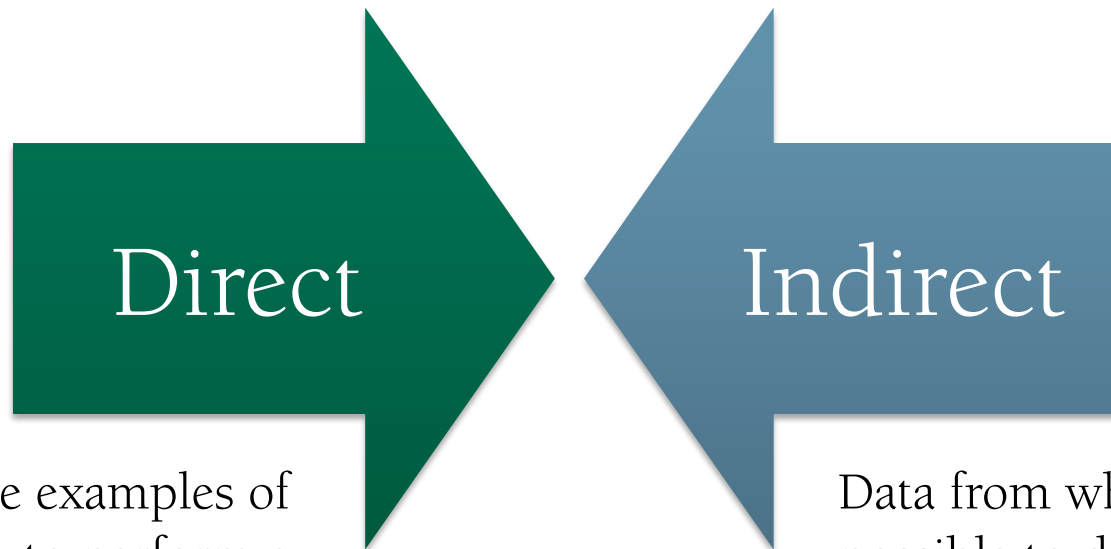
In academic contexts, “outcomes” are the knowledge, skills, and/or behaviors that result from a particular activity. Depending on the guiding question, outcomes might relate to:

- Student learning
- Adviser self-development
- Advising processes

For information about formulating learning outcomes, please see:  
<http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Constructing-student-learning-outcomes.aspx>



# Definitions—Evidence



Concrete examples of person's ability to perform a particular task or exhibit a particular skill.

Data from which it is possible to draw inferences about performance.



# Definitions—Types of Assessment

| Type       | Timing          | Yield  |
|------------|-----------------|--|
| Diagnostic | <i>Before</i>   | information about prior knowledge, current knowledge, skills, and/or behaviors |
| Formative  | <i>On-going</i> | actionable evidence of students' progress toward mastery of learning outcomes  |
| Summative  | <i>After</i>    | snapshot of learning at a particular point-in-time                             |





# Where do you start?



# Where do you start?

Assessment is on-going, cyclical, and starts with a PLAN.

|           |   |
|-----------|---|
| PLAN      | Articulate question(s) in alignment with campus, college, and/or program goals; develop clear and measurable outcomes; select outcome(s) to assess. |
| GATHER    | Identify sources (extant or new) and types of evidence (direct and indirect); establish criteria for success.                                       |
| INTERPRET | Analyze data and make meaning from results.   |
| APPLY     | Communicate results; celebrate successes; make changes. Plan next assessment cycle based on results.  |



# Where do *you* start?

While NACADA recommends that each unit have its own assessment plan, we realize that it is not realistic. (Not to mention overwhelming.)

- *Build your assessment plan using the foundation the UC Davis advising community has already established.*



Start  
here!

# UC Davis Undergraduate Academic Advising Mission, Values, and Outcomes



# Academic Advising: Mission

Academic advising at UC Davis supports the teaching and learning mission of the university by engaging students as active and responsible partners in developing plans with which to realize educational, career, and life goals.

Through the teaching and learning endeavor of academic advising at UC Davis, students will develop the knowledge, skills, and dispositions necessary for educational success.



# Academic Advising: Values

The values associated with academic advising at UC Davis reflect the Principles of Community, Vision of Excellence, 2020 Initiative, and Undergraduate Educational Objectives.

**Accountability:** We are committed to providing timely, accurate, and appropriately intentional advising to all students.

**Authenticity:** We are committed to guiding students in a professional process of meaningful self-reflection and authentic inquiry.

**Pluralism:** We are committed to fostering culturally-responsive interactions and structures which recognize and honor each student's unique contributions, interests, and goals.



# Academic Advising: Outcomes

As a result of engagement with academic advising, students will be able to:

1. Know, access, and use appropriate resources, tools, and strategies to navigate the complexity of the University.
2. Develop academic and professional relationships appropriate for active and intentional participation in a vibrant community of learning and scholarship.
3. Use self-reflective practices to inform decisions about educational, career, and life goals as these connect to personal skills, interests, and abilities.



# Outcomes and indicators

Objective 1: Know, access, and use appropriate resources, tools, and strategies to navigate the complexity of the University.

OUTCOME 1.1: Students will use tools and resources appropriately.

|   | First-Year  | Transition   | Entering Last Quarter   |
|---|---|--|---|
| Access Advising   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand how to access academic advising resources (e.g., make an appointment, attend drop-in hours, email, listserv, websites, etc.)</li> <li><input type="checkbox"/> Know function and purpose of online appointment system (as appropriate)</li> <li><input type="checkbox"/> Make appointments</li> <li><input type="checkbox"/> Cancel appointments (as appropriate)</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Make appointment with appropriate academic advising personnel</li> </ul>   |   |
| Use OASIS   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Know function and purpose</li> <li><input type="checkbox"/> Login to OASIS</li> <li><input type="checkbox"/> Develop academic plan for at least one year</li> <li><input type="checkbox"/> Review degree audit / degree worksheet for proposed major</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Use OASIS to check progress                             <ul style="list-style-type: none"> <li>o Track GPA</li> <li>o GE requirements</li> <li>o Major requirements</li> </ul> </li> <li><input type="checkbox"/> Submit forms / petitions (as appropriate)</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete graduate / degree check                             <ul style="list-style-type: none"> <li>o Complete relevant worksheets</li> </ul> </li> </ul> |
| Use Messaging System (within <a href="http://myucdavis">myucdavis</a> ) | <ul style="list-style-type: none"> <li><input type="checkbox"/> Know function and purpose of Messaging System</li> <li><input type="checkbox"/> Open messages</li> <li><input type="checkbox"/> Respond and / follow-through</li> </ul>   |  |   |
| Use Schedule Builder  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Know function and purpose</li> <li><input type="checkbox"/> Know course registration protocols</li> <li><input type="checkbox"/> Pre-build and save multiple "balanced" schedules using Course Search Tool</li> <li><input type="checkbox"/> Check for holds and errors prior to registration</li> <li><input type="checkbox"/> Register for classes</li> </ul>                         | <ul style="list-style-type: none"> <li><input type="checkbox"/> Use waitlists</li> <li><input type="checkbox"/> Drop classes prior to deadlines</li> <li>Know how to use Permission to Add / Permission to Drop</li> <li><input type="checkbox"/> Be aware of enrollment restrictions, drop deadlines, and Course Detail</li> </ul>    |   |





# Outcomes and indicators

OUTCOME 1.2: Students will use strategies to navigate complex systems within the University.

|   | First-Year   | Transition  | Entering Last Quarter                                    |
|---|--|---|--|
| Understand personal responsibility to academic policies                 | <input type="checkbox"/> Know function and purpose of General Catalog (comprehensive academic resource; source of University, major / degree requirements)<br><input type="checkbox"/> Know SJA Code of Conduct<br><input type="checkbox"/> Know requirements to maintain good academic standing   |   |  |
| Understand personal roles and responsibilities                          | <input type="checkbox"/> Know differences between academic, personal, co-curricular, extra-curricular responsibilities <ul style="list-style-type: none"> <li>Know when and how to ask for help; self-advocacy</li> <li>Understand importance of self-care</li> </ul> <input type="checkbox"/> Know how to use appropriate forms of address (e.g., Professor vs. Hey You!)<br><input type="checkbox"/> Be aware of technology in use in major / department for advising (as appropriate)<br><input type="checkbox"/> Ensure records are academic accurate (e.g., make sure cell phone is accurate—Aggie Alert) | <input type="checkbox"/> Balance academic, personal, co-curricular, extra-curricular responsibilities | <input type="checkbox"/> Decisions reflect understanding |
| Apply time management strategies  | <input type="checkbox"/> Know Carnegie rule<br><input type="checkbox"/> Apply Carnegie rule to individual schedule<br><input type="checkbox"/> Attend training as necessary<br><input type="checkbox"/> Demonstrate proficiency by showing planner / calendar  |   |  |
| Understand differences in advising personnel roles and responsibilities | <input type="checkbox"/> Understand the advising structures of your college, program, and /or department<br><input type="checkbox"/> Identify different advising roles (e.g., faculty, major, peer, college-level advisers / counselors, other college personnel, program-specific, and student affairs units, e.g., SASC, EOP, STEP)  |   |  |
| Understand academic roles, responsibilities, and hierarchies            | <input type="checkbox"/> Know differences in instructional roles (e.g., Faculty, Post-doctorate, Teaching Assistant, Tutor)  |   |  |



# Outcomes and indicators

Objective 2: Develop academic and professional relationships appropriate for active and intentional participation in a vibrant community of learning and scholarship.

OUTCOME 2.1: Students will have active and intentional relationships with advising personnel.

| First-Year  |  | Transition | Entering Last Quarter |
|---|--|------------|-----------------------|
| <b>Proactively initiate contact with advising personnel</b> | <input type="checkbox"/> Identify appropriate adviser<br><input type="checkbox"/> Prepare ahead of time<br><input type="checkbox"/> Follow-through after appointment (e.g., Act on referrals to campus student services) |            |                       |

OUTCOME 2.2: Students will have active and intentional relationships with instructional personnel.

| First-Year   |   | Transition | Entering Last Quarter |
|--|---|------------|-----------------------|
| <b>Proactively initiate contact with instructional personnel</b> | <input type="checkbox"/> Understand reasons for contact (e.g., questions about class, letters of recommendation, exploring research and career opportunities)<br><input type="checkbox"/> Understand avenues of contact (e.g., office hours, outside of office hours, before/after class, email, educational technology)<br><input type="checkbox"/> Demonstrate professionalism <ul style="list-style-type: none"> <li>o Prepare ahead of time</li> </ul> <input type="checkbox"/> Be respectful of instructors' time / other responsibilities |            |                       |

OUTCOME 2.3: Students will have an active and intentional connection to the vibrant and diverse community of learning and scholarship.

|   | First-Year  | Transition | Entering Last Quarter |
|---|---|------------|-----------------------|
| <b>Students will explore opportunities within the diverse community of learning and scholarship</b> | <input type="checkbox"/> Attend/participate in first-year seminar; survey course; career discovery group; faculty panels; exploratory meetings; cultural events; multicultural events; welcome week activities; campus community book project; etc. |            |                       |



# Outcomes and indicators

Objective 3: Use self-reflective practices to inform decisions about educational, career, and life goals as these connect to personal skills, interests, and abilities.

OUTCOME 3.1: Students will reflect on the intersection of educational, career, and life goals and skills, interests, abilities.

|  | First-Year  | Transition   | Entering Last Quarter   |
|--|---|--|---|
| <b>Investigate personal skills, interests, and abilities</b> | <input type="checkbox"/> Articulate personal skills, interests, and abilities<br><input type="checkbox"/> Explore new skills and interests  | <input type="checkbox"/> Access resources for refinement of skills, interests, abilities<br><input type="checkbox"/> Develop new skills and interests  | <input type="checkbox"/> Apply skills, interests, and abilities |
| <b>Investigate educational, career, and life goals</b>       | <input type="checkbox"/> Articulate educational, career, and life goals<br><input type="checkbox"/> Identify appropriate pathways for achieving educational, career, and life goals<br><input type="checkbox"/> Explore pathways for achieving educational, career, and life goals<br><input type="checkbox"/> Understand concept of a "personal portfolio" | <input type="checkbox"/> Interpret evidence from educational experiences in light of skills, interests, and abilities, and adjust goals as necessary<br><input type="checkbox"/> Ongoing development of personal portfolio | <input type="checkbox"/>  |



# Outcomes and indicators

OUTCOME 3.2: Students will make decisions based on reflection about the intersection of educational, career, and life goals and skills, interests, abilities.

|                                      | First-Year  | Transition   | Entering Last Quarter   |
|--------------------------------------|---|--|---|
| <b>Evaluate academic trajectory</b>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify if study strategies (if present) produce desired results.</li> <li><input type="checkbox"/> Determine if current or intended major aligns with goals.</li> <li><input type="checkbox"/> Value ambiguity as an opportunity to explore electives / disciplines that align with interests and/or goals.</li> <li><input type="checkbox"/> Prioritize commitments based on perceived needs, interests, and goals</li> <li><input type="checkbox"/> Balance priorities to enhance skills and abilities</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Determine if current major aligns with goals.</li> <li><input type="checkbox"/> Choose electives / disciplines to meet goals</li> <li><input type="checkbox"/> Prioritize commitments based on perceived needs, interests, and goals</li> <li><input type="checkbox"/> Balance priorities to enhance skills and abilities</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Consider next steps (e.g., graduate school or life-long learning)</li> <li><input type="checkbox"/> Articulate the connectivity between educational, career, and life goals and personal skills, interests, and abilities.</li> </ul> |
| <b>Balance co-curricular options</b> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Explore co-curricular/ campus/ extra-curricular clubs or organizations as they complement goals.</li> <li><input type="checkbox"/> Participate in co-curricular/ campus/ extra-curricular clubs or organizations as they complement goals.</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Participate in co-curricular/ campus/ extra-curricular clubs or organizations as they complement goals.</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Appropriately document co-curricular experiences in resume, etc.</li> <li><input type="checkbox"/> Articulate the connectivity between educational, career, and life goals and personal skills, interests, and abilities.</li> </ul>  |



## Next steps

|                                       |   |
|---------------------------------------|---|
| Define question                       | Is it measurable?<br>Is it actionable?<br>Is it sustainable?  |
| Identify the data                     | <b>Extant:</b> OASIS reports, appointment counts<br><b>New:</b> Surveys, Questionnaires, Notes and / or transcripts from Focus Groups or Interviews, Observations of student behavior |
| Plan for interpretation & application |   |



# We can help you

- Formulate questions, define scope
- Develop data collection plans (including survey development, training for focus group facilitation)
- Build capacity to interpret data and apply results

[kmoloney@ucdavis.edu](mailto:kmoloney@ucdavis.edu)

[tifjohnson@ucdavis.edu](mailto:tifjohnson@ucdavis.edu)