Assessment Road Trip

Mapping Advisor Learning Opportunities to NACADA Core Competencies

UC DAVIS

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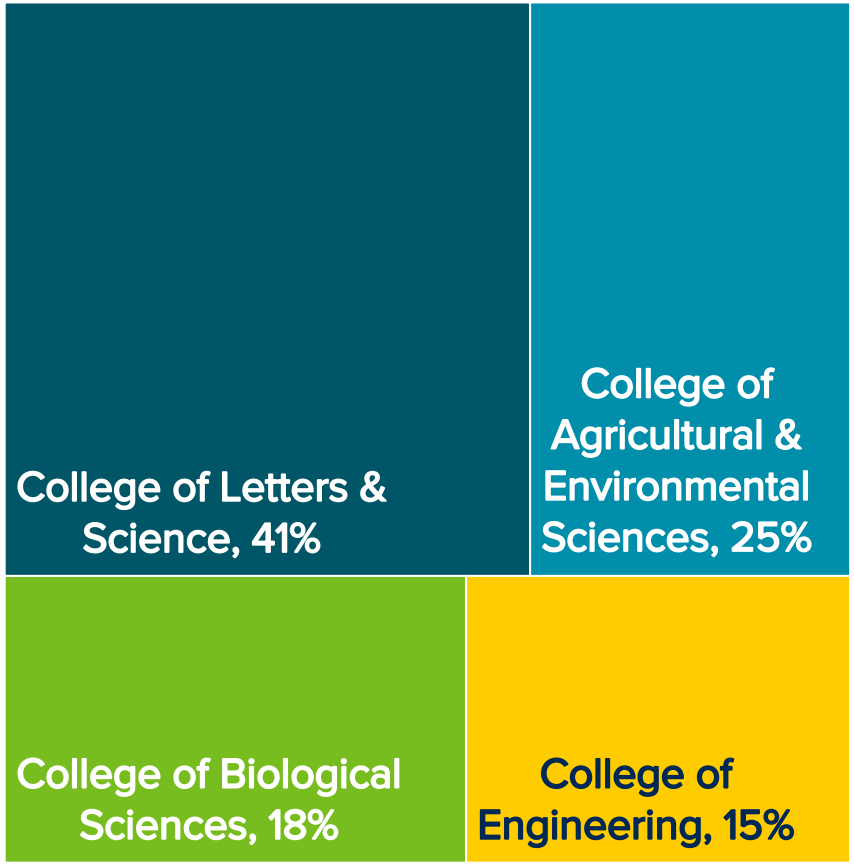
RULES OF THE ROAD (TRIP)

1. Session outcomes (posted)
2. Ask clarifying questions right away!
3. Use sticky notes to record other questions, comments, and/or thoughts.

Describe the state of professional development for advisors on your campus.

About UC Davis

30,718 degree-seeking undergraduates



42% first generation

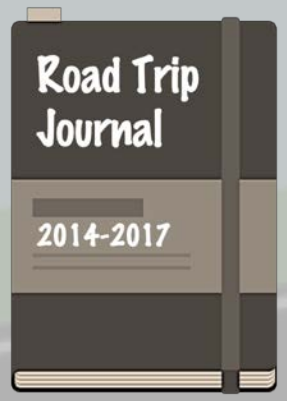
25% traditionally under-represented

26% transfer

16% international

22,000 bicycles on campus a day

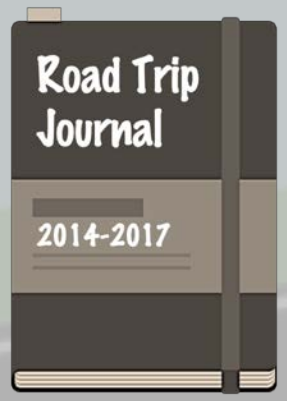
Before we began



Ready. Set. **Go!**

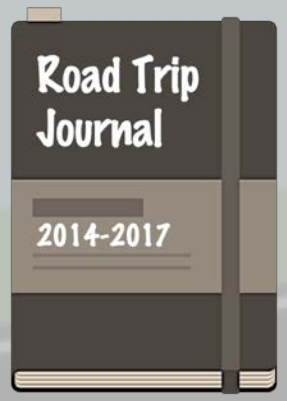
GOAL: Meet immediate need for professional development opportunities – ***by and for advisors.***

PLAN: What plan? Let's just do something!



A road **also traveled...**

GOAL: Establish campus-level goals for student learning in the context of academic advising.



Two roads converge

- Where are
- What m need to stay o
- How will we have arrived?

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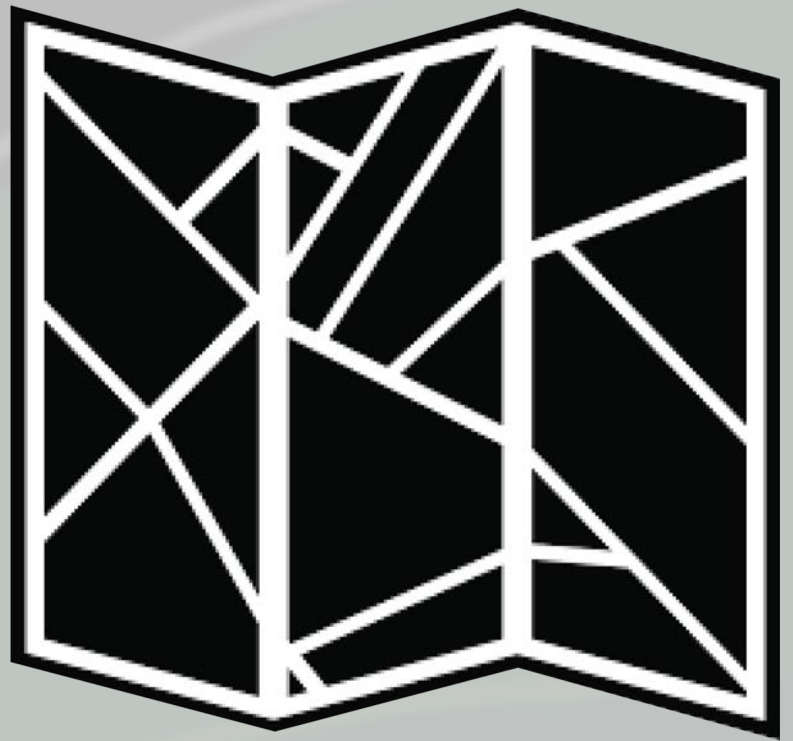
New **destination**. New **map**.



How to map

Align goals for learning with opportunities-to-learn

Articulate goals for learning

CONCEPTUAL

Core competencies in the **Conceptual component** (concepts academic advisors must understand) include understanding of:

C 1	**The history and role of academic advising in higher education.**
C 2	**NACADA's Core Values of Academic Advising.**
C 3	**Theory relevant to academic advising.**
C 4	**Academic advising approaches and strategies.**
C 5	**Expected outcomes of academic advising.**
C 6	**How equitable and inclusive environments are created and maintained.**

Considerations

Acquire knowledge & skills

REMEMBER / UNDERSTAND

Practice skills with increasing complexity

APPLY / ANALYZE

Apply skills to complex issues

EVALUATE / CREATE

- Factual
- Procedural
- Conceptual
- Metacognitive

Considerations

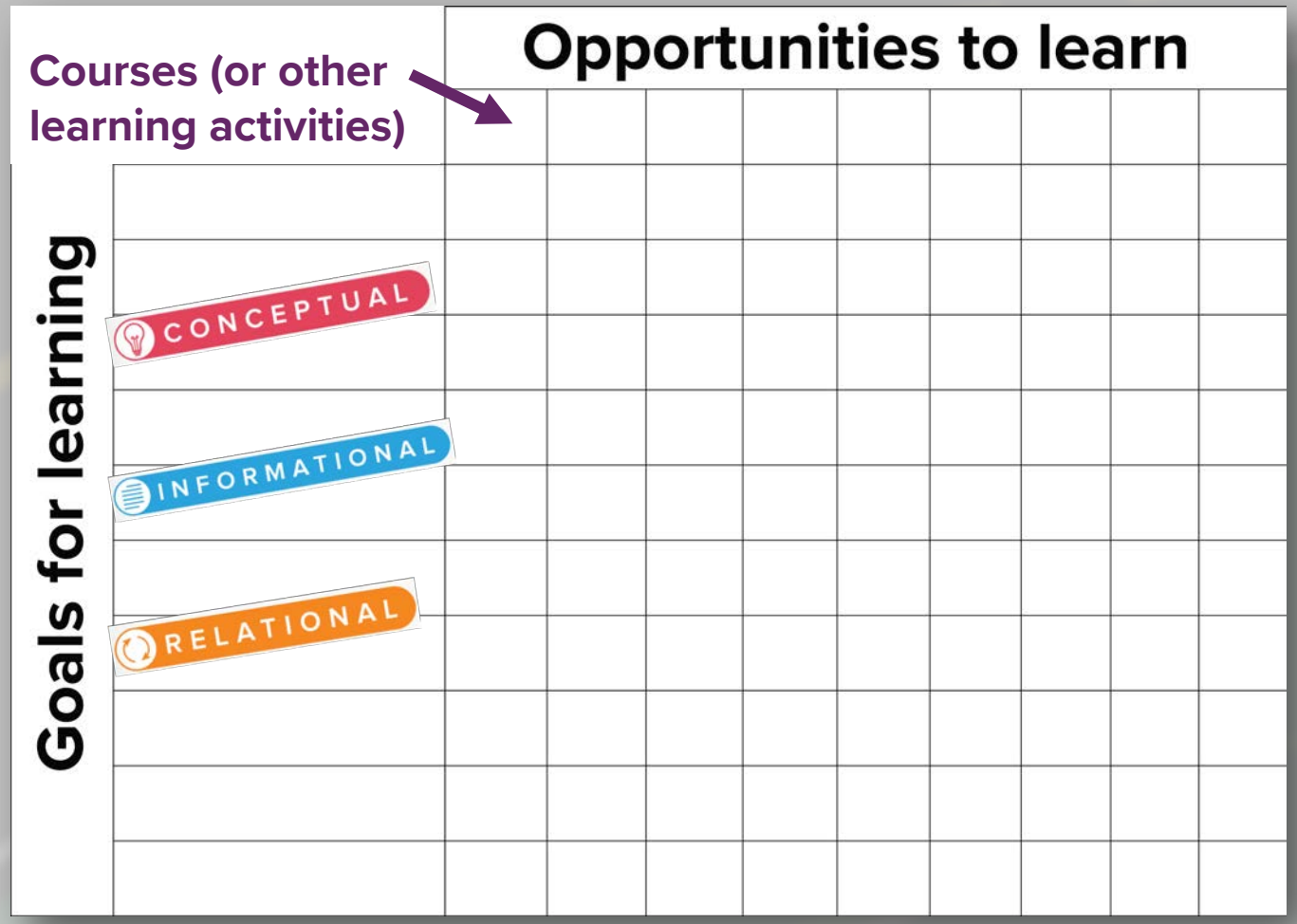
Anderson, L.W., Krathwohl, D.R., Airasian, P.W., Cruikshank, K.A., Mayer, R.E., Pintrich, P.R., Raths, J., Wittrock, M.C. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives* (Complete ed.). New York: Longman.

Cognitive Process Dimension	Knowledge Dimension: **Factual** *Basic elements students must know to be acquainted with or solve problems within a discipline.*	**Conceptual** *The interrelationships among the basic elements within a larger structure that enable them to function together.*	**Procedural** *How to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods.*	**Metacognitive** *Knowledge of cognition in general as well as awareness and knowledge of one's own cognition.*
remember	**Label** routes on a map **List** parts of a cell	**Recognize** the author **Name** a symptom	**Recall** steps **Recap** safety procedures	**Outline** strategies for retaining information
understand	**Categorize** defining features **Summarize** key concepts	**Describe** rules in own words **Distinguish** among species	**Paraphrase** definition **Clarify** instructions for following process	**Explain** working principles **Predict** outcome of experiment
apply	**Use** algorithm **Respond** to FAQs	**Coach** novice writers **Experiment** with reactions between compounds	**Carry out** laboratory test **Calculate** possibility	**Select** appropriate solution **Organize** text for website
analyze	**Select** the complete list of characteristics **Order** information by importance	**Differentiate** levels of awareness **Contrast** attitudes toward technology	**Integrate** regulations with plans **Compare** divergent techniques	**Deconstruct** personal biases **Match** tools to tasks
evaluate	**Confirm** consistency among sources **Critique** journal article	**Determine** relevance of results **Assess** likelihood of result	**Judge** selection of techniques used in case analysis **Appraise** efficiency of sampling techniques	**Reflect** on professional growth **Prioritize** use of programs
create	**Generate** daily activity log **Write** instructional manual	**Assemble** team of experts **Devise** new classification system	**Develop** solution to given problem **Design** product workflow	**Create** learning portfolio **Invent** a new theory of learning

Identify opportunities

- Nuts & Bolts
- Utilizing Advising Technology
- Working with Distressed & Distressing Students
- Developing Deeper Advising Relationships

Align **courses & instruction**



Introduce **(I)**

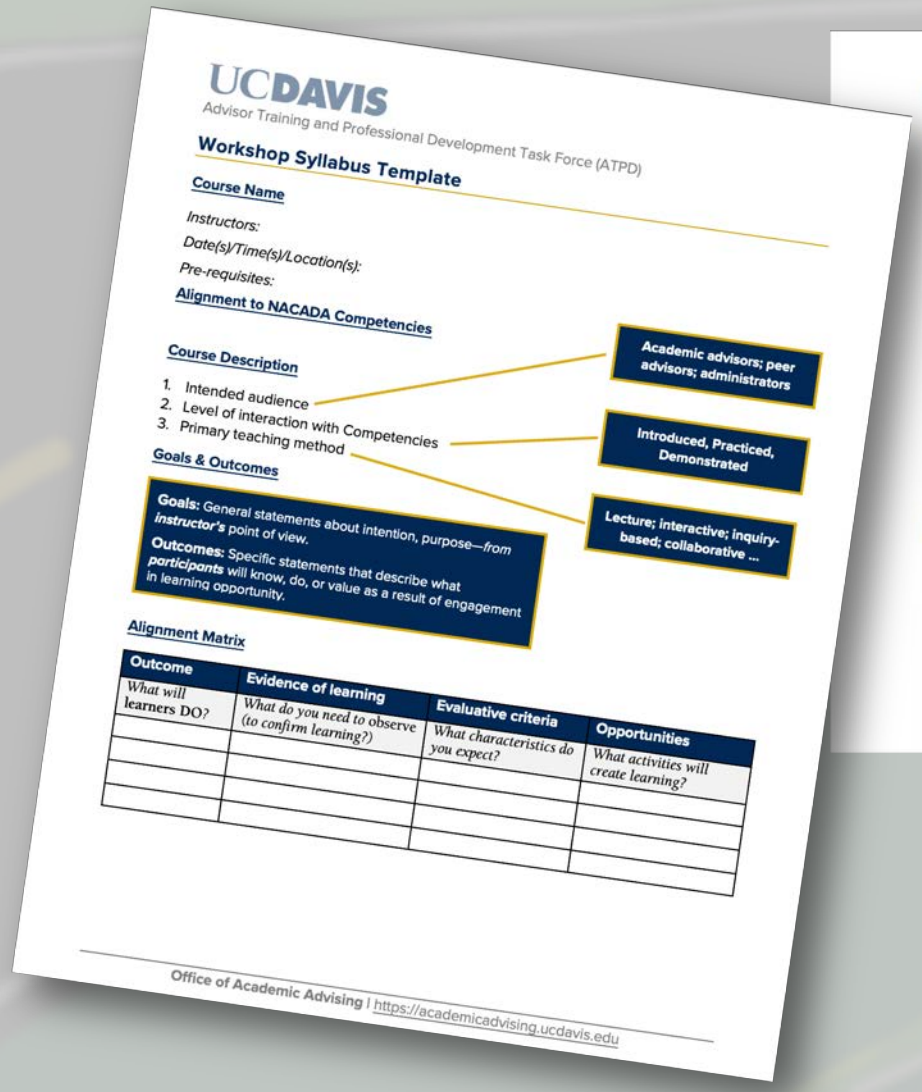
Practice **(P)**

Demonstrate **(D)**

Align **courses & instruction**

	[redacted]	[redacted]	[redacted]	[redacted]
C.1 - The history and role of academic advising in higher education.	I			I
C.2 - NACADA's Core Values of Academic Advising.	I			I / P
C.3 - Theory relevant to academic advising.		I		I / P
C.4 - Academic advising approaches and strategies.	I	I	I	I / P
C.5 - Expected outcomes of academic advising.	I			I / P
C.6 - How equitable and inclusive environments are created and maintained.	I	I / P	I	I / P
I.1 - Institution specific history, mission, vision, values, and culture.	I	I	I	I
I.2 - Curriculum, degree programs, and other academic requirements and options.	I / P		I / P	I / P
I.3 - Institution specific policies, procedures, rules, and regulations.	I / P	I		I / P / D
I.4 - Legal guidelines of advising practice, including privacy regulations and confidentiality.	I	I	I	I / P / D
I.5 - The characteristics, needs, and experiences of major and emerging student populations.	I	I		
I.6 - Campus and community resources that support student success.	I	I		I / P
I.7 - Information technology applicable to relevant advising roles.	I		I / P / D	I / P / D
R.1 - Articulate a personal philosophy of academic advising.				I / P
R.2 - Create rapport and build academic advising relationships.	I	I	I	I / P / D
R.3 - Communicate in an inclusive and respectful manner.	I	I / P	I / P	I / P / D
R.4 - Plan and conduct successful advising interactions.	I / P	I	I	I / P / D
R.5 - Promote student understanding of the logic and purpose of the curriculum.	I		I	I / P
R.6 - Facilitate problem solving, decision-making, meaning-making, planning, and goal setting.		I	I	I
R.7 - Engage in ongoing assessment and development of self and the advising practice.			I	I / P

Align **courses & instruction**



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Advisor Training and Professional Development Task Force (ATPD)

Workshop Syllabus Template

Course Name

Instructors:
Date(s)/Time(s)/Location(s):
Pre-requisites:

Alignment to NACADA Competencies

Course Description

1. Intended audience
2. Level of interaction with Competencies
3. Primary teaching method

Goals & Outcomes

Goals: General statements about intention, purpose—*from **instructor's*** point of view.

Outcomes: Specific statements that describe what ***participants*** will know, do, or value as a result of engagement in learning opportunity.

Alignment Matrix

Outcome	Evidence of learning	Evaluative criteria	Opportunities
What will learners DO?	*What do you need to observe (to confirm learning?)*	*What characteristics do you expect?*	*What activities will create learning?*

Academic advisors; peer advisors; administrators

Introduced, Practiced, Demonstrated

Lecture; interactive; inquiry-based; collaborative ...

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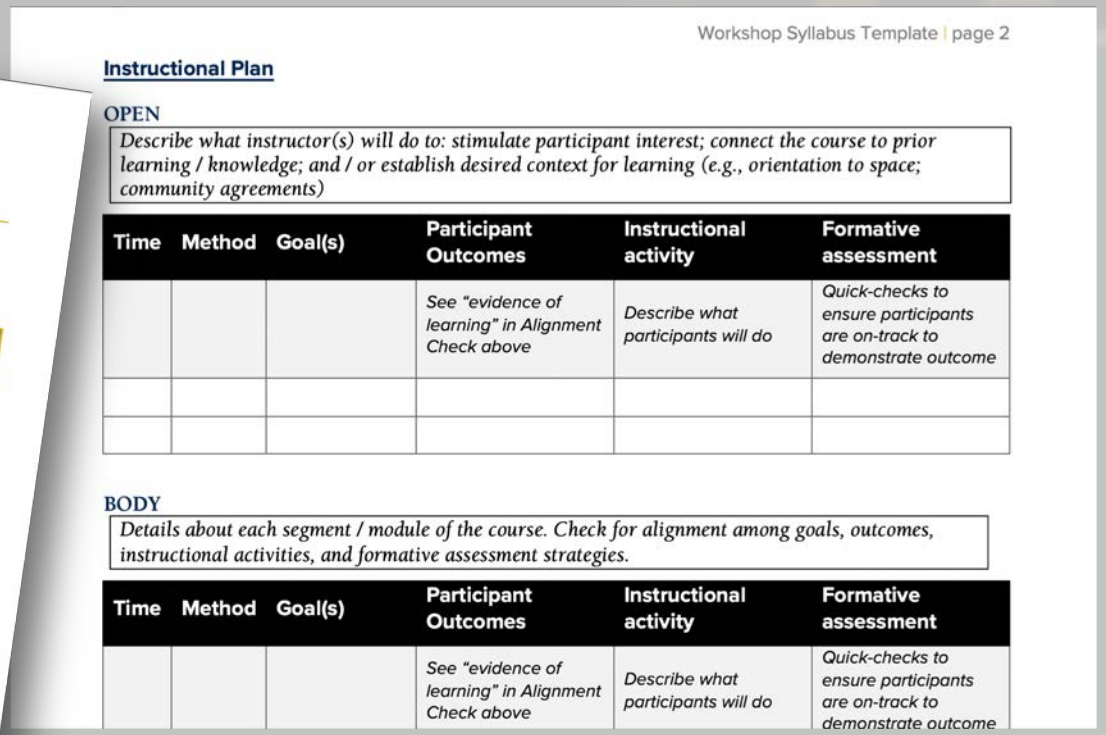


Workshop Syllabus Template | page 2

Instructional Plan

OPEN

Describe what instructor(s) will do to: stimulate participant interest; connect the course to prior learning / knowledge; and / or establish desired context for learning (e.g., orientation to space; community agreements)

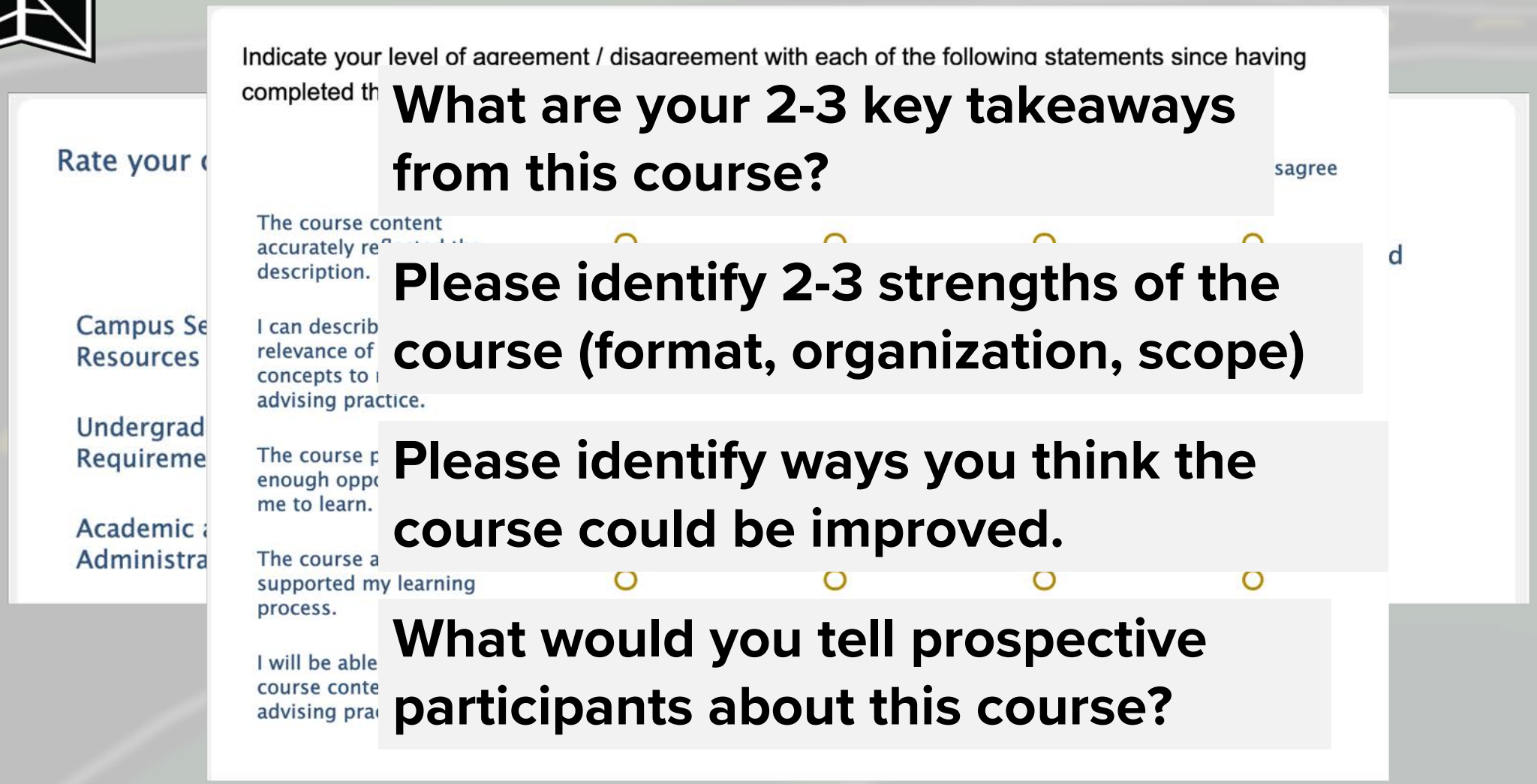
Time	Method	Goal(s)	Participant Outcomes	Instructional activity	Formative assessment
			See "evidence of learning" in Alignment Check above	*Describe what participants will do*	*Quick-checks to ensure participants are on-track to demonstrate outcome*

BODY

Details about each segment / module of the course. Check for alignment among goals, outcomes, instructional activities, and formative assessment strategies.

Time	Method	Goal(s)	Participant Outcomes	Instructional activity	Formative assessment
			See "evidence of learning" in Alignment Check above	*Describe what participants will do*	*Quick-checks to ensure participants are on-track to demonstrate outcome*

Gather **evidence of learning**



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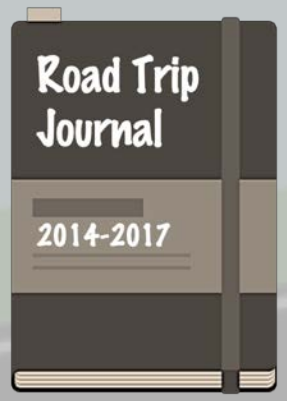

What we would **do differently**

Backward planning
Identify audiences
Proceed intentionally

What do you expect?

What level of engagement is realistic?

What evidence do you need?

What opportunities do learners need?

"The Starting Point **is the End Point**"

1. **Identify the destination.**
   - ***Where do you intend to go?***
2. **Identify your departure point.**
   - ***Where are you now?***

"The Starting Point **is the End Point**"

1. **Where are you now?**
2. **Where do you intend to go?**
3. **What campus partners need to join you? What guides do you need?**
4. **Who will be your "pit crew" along the way?**
5. **Where will you take breaks? Will they be short-breaks? Long-breaks?**

Mahalo!

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