

# DEVELOPING LEARNING OUTCOMES FOR UNDERGRADUATE ADVISING: A MIXED COMPETENCIES AND DEVELOPMENTALLY TIERED APPROACH

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# Program Effectiveness Working Group

## The Team

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## The Charge

*What makes advising  
programs work?*

*Assessment Toolkit*

# Challenges

## Organizational Complexity

- Over 100 advising units (dispersed, not co-located)
- Curricular, Co-curricular
- Centralized, De-centralized

## Audience Needs

- Time constraints
- Lack of analytical support
- Lack of standard metrics
- Value? Purpose?

What do students gain from advising?

Are programs producing the desired results?

# TODAY'S PRESENTATION

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*How did we get here?*

*Where are we going?*

*What is the value added?*

Small Group Discussion

## Advisors Play Multiple and Complex Roles

*All of these and many more roles are respected and valued in this conceptual macro-level model*

- Resource
- Mentor
- Problem Solver
- Advocate
- Disciplinarian
- Coach
- Mediator
- Evaluator
- Guide
- Leader
- Facilitator
- Planner
- Assessor
- Role Model
- Adjudicator
- Enforcer
- Counselor

# IS ADVISING TEACHING? DOES IT MATTER?

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Goal of this project:

- ✓ To better define what students gain from advising
- ✓ To integrate curricular and co-curricular advising
- ✓ To better describe the value of advising to the student, faculty and the institution
- ✓ To support formal assessment

To improve the student experience – focus on “whole” student

# New Standards for Accreditation

*...student debt has climbed to historically high levels. New technologies, demographic shifts, and alternatives to traditional degrees are transforming the higher education landscape. Some policymakers, pundits, and everyday citizens are questioning the value of a college degree.*

- *-WASC Accreditation Redesign at a Glance: A Guide to the Draft 2013 Handbook of Accreditation*

# New Standards for Accreditation

*The public, including students and their families, policymakers, and other stakeholders are asking institutions to demonstrate what essential knowledge and skills students have acquired that are relevant to their degree programs. WASC is no longer using the term “graduation proficiencies,” but is requiring institutions to define the Core Competencies in the standards of student performance expected for each at graduation, and gather evidence using the assessment methods of its choice.*

- *-WASC Accreditation Redesign at a Glance: A Guide to the Draft 2013 Handbook of Accreditation*



# New Definitions of Value

## Getting Past “Sticker Shock”



- 2 of 3 students complete an internship
- 60% of graduates pursue advanced degree within 5 years
- 84% graduate in 4 years

“We know that you have many choices right now. Among the most important factors for you to consider will be price, but also value; not just how much it costs to attend, but what you get out of attending.”

*Brian Rosenberg  
President, Macalester College*

## New Uptake on Four-Year Graduation Contracts



### Four-Year Graduation Contract

#### Student will:

- ✓ Meet every semester with academic advisor
- ✓ Remain in good academic standing
- ✓ Follow all general education and program requirements

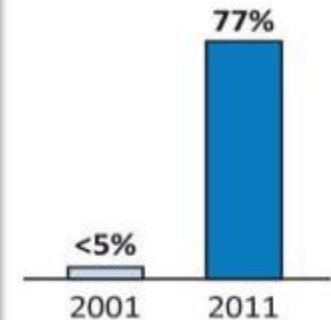
#### Institution will:

- ✓ Assure availability of required courses
- ✓ Provide ready access to academic advisors

#### The Pledge:

Student will graduate in four years or will be able to take necessary classes *for free*

### Student Participation Rates



350 of 439 rising freshmen opt in

# New Definitions of Value

Chronicle of Higher Education

Collegerealitycheck.com

College Measures.org

ESSAY | April 26, 2013, 7:42 p.m. ET

## The Diploma's Vanishing Value

*Bachelor's degrees may not be worth it, but community college can bring a strong return*

Article

Video

Comments (230)



May 1 is fast approaching, and with it the deadline for high-school seniors to commit to a college. At kitchen tables across the country, anxious students and their parents are asking: Does it really matter where I go to school?



Enlarge Image

Ellen Weinstein

Several websites allow easy comparisons of the return on college tuition.

same magic dust?

With unemployment among college graduates at historic highs and outstanding student-loan debt at \$1 trillion, the question families should be asking is whether it's worth borrowing tens of thousands of dollars for a degree from Podunk U. if it's just a ticket to a barista's job at Starbucks. When it comes to calculating the return on your investment, where you go to school does matter to your bank account later in life.

When it comes to lifetime earnings, we've been told, a bachelor's degree pays off six times more than a high-school diploma. The credential is all that matters, not where it's from—a view now widely accepted. That's one reason why college enrollment jumped by a third last decade and why for-profit schools that make getting a diploma ultraconvenient now enroll 1 in 10 college students. But is it true that all colleges sprinkle their graduates with the

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# Benchmarking

## The Shared Responsibility Approach

### Institution A

How have other institutions approached this task?

#### **Student Responsibilities**

- Become knowledgeable about university programs, policies, and procedures
- Clarify personal values and goals
- Keep a personal record of academic progress

#### **Advisor Responsibilities**

- Communicate the university's curriculum, requirements, policies, and procedures
- Assist students with planning and academic paths consistent with their abilities and interests
- Refer students to appropriate resources

# Benchmarking Practical Skills

## **Institution B**

### **Find/Identify/Utilize Advising**

- Students know how to differentiate an academic advisor from other support professional on campus and utilize services appropriately.

### **Policy/Deadlines**

- Students are aware of important policies and deadlines and understand how to access information and resources.

### **Plan/Register/Declare/Graduate**

- Student know how to prepare for advising session.
- Students understand the registration process, GPA requirements, and form a degree plan.

### **Resources**

- Students will become familiar with campus resources to include Financial Aid, Career Services, Tutoring.

# Benchmarking Experiential/Co-curricular

## **Institution C**

### **Intercultural Maturity**

- Create and enhance opportunity for active student learning.
- Create mechanisms for students to actively identify, connect (reflect and make meaning to integrate knowledge across life-wide experiences), demonstrate/document and apply (decision making; future actions) their broad-based learning.

# BENCHMARKING CONCLUSIONS

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- Advising is seen as transactional and procedural
- Curricular and co-curricular goals are not integrated
- Goals are static and fixed in time
- Not based in student development or learning theory
- Staff advising goals are not aligned with faculty advising



# Core Competencies

## Practical and Curricular

Core Competencies

Seven Core Competencies

Service Design and Delivery

Programs and services

Guiding Questions

Developing Learning Outcomes for Undergraduate Advising: A Mixed-Competencies and Developmentally Tiered Approach

	Core Competencies - Psychosocial and Cognitive-Structural		
	Practical Competencies	Curricular Competencies	
Student Learning Goals Developmentally Tiered	Navigating the Institution	Core Academic Competencies	Disciplinary Based Competencies
	All units	College Advising/Student Learning Center	Major Advising/Student Learning Center
First-Year Experience			
Sample Program Level Map	Initial (Unconscious Incompetence)		



# Navigating the Institution (Practical)

## Core Competency

### Goal:

- Improves the administrative experience
- Ensures adherence to policy
- Supports academic progress

## Service Design and Delivery

### Programs:

- ✓ Orientation programs
- ✓ Policy manuals
- ✓ Websites

### Guiding Questions:

*Have you accessed your relevant policy manual?*

# Core Academic

## Core Competency

### Goal:

- Building fundamental academic skills
- Purpose of University requirements

## Service Design and Delivery

### Programs:

- ✓ L&S 1
- ✓ SLC programs

### Guiding Questions:

- *Have you visited a faculty member during office hours? How did that go?*

# Disciplinary (Staff + Faculty Advising)

## Core Competency

### Goal:

- Building disciplinary based skills
- Understanding disciplinary frameworks and distinctions
- Major exploration
- Identify majors that transcend boundaries

## Program Design and Delivery

### Programs:

- ✓ Major Interest Inventories
- ✓ Pre-major workshops
- ✓ Chernin/Smart Programs

### Guiding Questions:

- *Have you considered working with a faculty member on a research project?*

# Health & Wellbeing

## Core Competency

### Goal:

- Maximizing academic potential by supporting
  - physical
  - Psychological
  - social
  - spiritual experience

## Program Design and Delivery

### Programs:

- ✓ Drug and alcohol, stress, violence prevention
- ✓ Fitness and Wellness programs

### Guiding Questions:

- *How much sleep are you getting?*

# Social, Interpersonal and Cultural

## Core Competency

### Goal:

- Improving self-confidence, mature identity
- Building meaningful relationships
- Becoming cultural competence

## Program Design and Delivery

### Programs:

- ✓ SLAS
- ✓ Residential Life
- ✓ Cal Corps

### Guiding Questions:

- *How are you adjusting to campus life?*

# Leadership

## Core Competency

### Goal:

- Working well with others across complex organizations
- Able to take on a variety of advanced roles
- An appreciation for the responsibilities of leadership

## Program Design and Delivery

### Programs:

- ✓ Cal Corp/GPP minor
- ✓ Cal in the Capital
- ✓ ASUC programs
- ✓ Peer Programs (de-Cal)

Guiding Questions: *What activities are you involved with? What role do you play?*

# Career and Advanced Study

## Core Competency

### Goal:

- Readiness for work
- Prepared for advanced study

## Program Design and Delivery

### Programs:

- ✓ Know Yourself (Career)
- ✓ Step-by-Step

Guiding Questions: *Have you had work experience? What are you planning to do after graduation? What are you doing now to prepare?*

# Developmentally Tiered

**First Year Experience – Initial**  
 (Unconscious Incompetence)  
*Awareness, Discovery, Self-Assessment*

**Second-Year (Transition to Major)**  
 (Conscious Incompetence)  
*Comparison, Exploration, Planning*

**Upper Division**  
 (Conscious Competence)  
*Involvement, Application, Decision Making*

**Upper Division (Advanced)**  
 (Unconscious Competence)  
*Creation, Commitment, Integration*

	First-Year Experience	Second-Year (Transition to Major)	Upper Division	Upper Division (Advanced)
<b>Sample Program Level Map</b>	<b>Initial [Unconscious Incompetence]</b>	<b>Emerging [Conscious Incompetence]</b>	<b>Developed [Conscious Competence]</b>	<b>Highly Developed [Unconscious Competence]</b>
CalSIS (Real Life Programs), 1st Year @ Cal, Lellers & Success Lead Discovery Coaches, SLU, Study Strategies, Tamy Center Programs, Career Center - Know Yourself	<b>Short-Term-Planning:</b> Student engages in effective short term schedule planning - selects courses appropriate to skill level and interest (balances major and prerequisite requirements). Student understands relevant policy, structure of degree requirements, effectively utilizes student resources. Student understands and conducts expectations. Student can identify and connect with appropriate campus personnel and resources. Student is introduced to portfolio management strategies.	<b>Mid- and Long-Range-Planning and Goal Setting:</b> Student is applying information (policy, procedure, requirements) to their unique interests, abilities and goals. Students are able to develop short and long term (personalized) academic plans which incorporate multiple interests and complex goals. Student understands the role of advising and is making contact with resources that meet their unique needs and interests (they may be developing relationships with mentors). Student assumes full responsibility for enrollment and administrative matters and can access and apply policy as is relevant to their individual needs. Student may begin to manage	<i>Students for Transition Students Should Monitor for Transition and They Include: Same Pathway as First and</i> <b>Upper Division</b>	<b>Upper Division</b>
1st Year @ Cal, LBS Major Exploration Resources - Major Advisors, Peer Advising Programs, LEAD, Scholarship Counselors, Filman and Williams Programs	<b>Effectively</b> understands and incorporates academic narrative. Student understands academic integrity	<b>Upper Division</b>	<b>Upper Division</b>	<b>Upper Division</b>
1st Year @ Cal, Undergraduate Research Appraisal Program, Campus Life and Leadership Programs (Cal Corps, Cal State Capital, AmeriCorps, Greening Berkeley Initiative, VITA, etc.)	<b>Carries</b> out refined academic standards and increases	<b>Upper Division (Advanced)</b>	<b>Upper Division (Advanced)</b>	<b>Upper Division (Advanced)</b>
1st Year @ Cal, Dr Cal, Big Ideas, Ross Scholars,	<b>Full Implementation:</b> Student has fully implemented a complex educational plan.	<b>Synthesize</b> outcomes	<b>Upper Division (Advanced)</b>	<b>Upper Division (Advanced)</b>



# Consistent with Professional Standard

## National Academic Advising Association (NACDA)

<http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Assessment-of-academic-advising.aspx>

## Council for the Advancement of Standards in Higher Education

<http://www.cas.edu/>

Campus Learning Goals

Campus Learning Outcomes

Program Learning Outcomes

This matrix is designed to: ♦ show connections between Campus student learning goals and learning outcomes; ♦ provide some example learning outcomes that reflect the scope of each campus learning goal; and ♦ show how a learning outcome becomes more specific when stated in the language of a program.

THIS IS A ONLY A TOOL—to help transition from campus goals and outcomes to more specific outcomes at the program level. There is no intent to limit program learning outcomes. There is no directive that programs need to address any set number of campus learning outcomes.

Learning Goals and Learning Outcomes were approved by CASL on May 11, 2009 <sup>1</sup>		Examples of general learning outcomes to illustrate the breadth of what falls within each learning goal; to provide ways of thinking about each learning goal; and from which program outcomes may be drawn.	Examples of program learning outcomes that operationalize the campus learning outcome
Campus Learning Goals	Campus Learning Outcomes		
Knowledge Acquisition, Construction, Integration, & Application	<p>Students will be able to:</p> <p>SLO #1. Demonstrate competence in a major field(s)</p> <p>SLO #2. Construct, integrate, and apply knowledge from instruction and experience</p>	<p><b>Knowledge acquisition from study and experience.</b> Possess knowledge of human cultures and the physical world; possess knowledge of [a specific] one or more subjects</p> <p><b>Knowledge integration.</b> Connecting knowledge to other knowledge, ideas, and experiences. Use multiple sources of information and their synthesis to solve problems; know how to access diverse sources of information such as the internet, text observations, and data bases</p> <p><b>Knowledge construction.</b> Personalize learning; make meaning from text, instruction, and experience; use experience and other sources of information to create new insights; generate new problem solving approaches based on new insights; recognize one's own capacity to create new understandings from learning activities and dialogue with others</p> <p><b>Knowledge application.</b> Seek new information to solve problems; relate knowledge to major and career decisions; make connections between classroom and out-of-classroom learning; articulate career choices based on assessment of interests, values, skills, and abilities; provide evidence of knowledge, skills, and accomplishments resulting from formal education, work experience, community service, and volunteer experiences, for example in resumes and portfolios</p>	<p>From B.A.Sc. Psychology: ...understand basic research methods in psychology, including research design, data analysis, and interpretation.</p> <p>From B.S. Computer Information Systems:...design, develop, and analyze significant software systems.</p> <p>From Advising...Students will be competent in seeking out relevant and credible information through multiple resources.</p> <p>From B.A. Urban and Regional Studies:...analyze urban and regional problems from a variety of different disciplinary perspectives and synthesize these different viewpoints into a coherent analysis.</p>

<sup>1</sup> Learning goals were adapted from Learning Reconsidered (2006) and CAS Learning and Development Outcomes (2008).

# Benefits and Uses

- **Benefits**

- Organizational Simplification
- Clear Objectives and Goals
- Clear Program Development Strategies
- Immediately useful to students, faculty and staff

- **Uses**

- Planning and Resource Distribution (Gaps and Duplication are Clear)
- Training and Advisor Development
- Evaluation and Assessment
- Integration Strategies

# The Advising Curriculum

## **Core Competency: Navigating the Institution**

- Institutional Nuts & Bolts: How to calculate GPA, What is P/NP, How and when to file petitions, where is my relevant policy manual?
- Short-term Scheduling Strategies: Balancing University Requirements with Curricular Exploration

## **Core Competency: Building Core Academic Skills**

- Time Management: Tips and Strategies for First-year Students
- What is noteworthy? How to Take Great Notes
- Mid-term and Final? Is that all? Transitioning to the World of New Academic Standards
- Making the Most of Your Liberal Arts Breadth Requirements: Turning your Checklist of Requirements into Curricular Opportunities

# Applying the Mixed Competencies Model

- Use the matrix as a blueprint to develop local goals
- Start Small – There is no need to identify all competencies
- Reference Formal Assessment Guides and Resources

# Managing the Future: Focus on Action

- Approach the task as meaningful
- Focus on what student's gain - not what advisors do
- Keep student progress at the center
- Turn desired outcomes into real programs and services
- Focus on action over process
- Be confident that desired outcomes can be achieved

# Small Group Discussion

- What core competencies does your advising program focus on? (curricular, co-curricular, multiple intersections)
- Who are your natural service partners? (Where can you eliminate barriers – reduce run around – collaborate)
- What programs and services do we currently offer that support the development of your primary competency area?
- What competency areas appear underdeveloped?

# QUESTIONS COMMENTS DISCUSSION

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**Thank you**

AC Implementation Manager: Rebecca Miller

Program Effectiveness Working Group Chair: Phil Walz

Student Affairs and Erin Wixson

YAY STAY DAY