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

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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

*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?

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.

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.

New Definitions of Value

Getting Past “Sticker Shock”

Macalester College

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

“...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

Wesleyan College

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

- 2001: <5%
- 2011: 77%

350 of 439 rising freshmen opt in

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The Diploma's Vanishing Value
Bachelor's degrees may not be worth it, but community college can bring a strong return

By JEFFREY J. SELINGO

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?

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 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.
Benchmarking
The Shared Responsibility Approach

Institution A

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

How have other institutions approached this task?
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

- 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
### Developing Learning Outcomes for Undergraduates: Using a Mixed-Competencies and Developmentally Tied Approach

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<thead>
<tr>
<th>First-year Experience</th>
<th>Cognitive and Critical Thinking Competencies</th>
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### Additional Information

- **Developing Learning Outcomes for Undergraduates**: This approach involves the integration of mixed competencies and developmentally tied strategies to enhance student learning and success. It aims to foster a comprehensive skill set that prepares students for both academic and professional environments.

- **Core Academic Competencies**: These are the foundational skills and knowledge that students are expected to achieve across various disciplines.

- **Integrative Broad Competencies**: These competencies emphasize the application of knowledge across disciplines, promoting interdisciplinary understanding and problem-solving skills.

- **Health and Wellbeing**: This area focuses on the physical, emotional, and social aspects of health, encouraging students to adopt healthy behaviors and manage stress effectively.

- **Social, Interpersonal, and Cultural Competencies**: These competencies are essential for navigating diverse social, interpersonal, and cultural contexts, highlighting the importance of understanding and respecting differences.

- **Learning Development**: This component involves strategies to support students' growth and development throughout their academic journey, ensuring they are equipped with the skills necessary for lifelong learning.

- **Advanced Study and Career Competencies**: These competencies prepare students for advanced studies and professional careers, including specialized knowledge and skills that are relevant to specific fields.

- **References**: Further resources and studies are available for those interested in delving deeper into the mixed-competencies approach, providing a comprehensive backdrop for educators and practitioners looking to implement effective learning strategies.
Core Competencies
Practical and Curricular

Core Competencies
Seven Core Competencies

Service Design and Delivery
Programs and services
Guiding Questions
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
### 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/

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#### Campus Learning Goals

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.

<table>
<thead>
<tr>
<th>Learning Goals and Learning Outcomes were approved by CASL on May 11, 2009[^1]</th>
<th>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.</th>
<th>Examples of program learning outcomes that operationalize the campus learning outcome</th>
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</thead>
<tbody>
<tr>
<td><strong>Knowledge</strong></td>
<td><strong>Campus Learning Goals</strong>&lt;br&gt;- Knowledge Acquisition, Construction, Integration, &amp; Application</td>
<td>Knowledge acquisition from study and experience. Possess knowledge of human cultures and the physical world; possess knowledge of [a specific] one or more subjects&lt;br&gt;- Knowledge Integration. 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&lt;br&gt;- Knowledge Construction. 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&lt;br&gt;- Knowledge Application. 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</td>
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[^1]: Learning goals were adapted from Learning Reconsidered (2008) 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

<table>
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<tr>
<th>Core Competency: Navigating the Institution</th>
<th>Core Competency: Building Core Academic Skills</th>
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<td>Institutional Nuts &amp; Bolts: How to calculate GPA, What is P/NP, How and when to file petitions, where is my relevant policy manual?</td>
<td>Time Management: Tips and Strategies for First-year Students</td>
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<tr>
<td>Short-term Scheduling Strategies: Balancing University Requirements with Curricular Exploration</td>
<td>What is noteworthy? How to Take Great Notes</td>
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<td>Mid-term and Final? Is that all? Transitioning to the World of New Academic Standards</td>
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<td>Making the Most of Your Liberal Arts Breadth Requirements: Turning your Checklist of Requirements into Curricular Opportunities</td>
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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?
Thank you

AC Implementation Manager: Rebecca Miller

Program Effectiveness Working Group Chair: Phil Walz

Student Affairs and Erin Wixson

YAY STAY DAY