

## EAA Curriculum Committee – SLOs & Assessment Plan Proposal

To better understand and assess the newly created Student Learning Outcomes (SLOs) for UH Mānoa Academic Advising, we have created “hallmarks” for each SLO. These hallmarks provide relatively concrete examples of how these SLOs might be fulfilled in actual advising. This list is intended to be a starting point; while it is meant to be comprehensive, it is not meant to be exhaustive because we recognize that many additional types of advising activities could be implemented at both the campus level and unit level to fulfill the various SLOs.

Student Learning Outcome	Hallmarks (options for and range of excellent practice)
<p><b>Students develop positive collaborative relationships with their academic advisors and other helpful individuals on campus</b></p>	<ul style="list-style-type: none"> <li>• Student and advisor meetings at all levels (major, college, supplementary offices, etc.) as appropriate;</li> <li>• Students establish rapport with their advisors;</li> <li>• Students clarify their expectations for the advisor-advisee relationship;</li> <li>• Students learn about support services available on campus based on their needs and interests;</li> <li>• Students develop a personalized support team;</li> </ul>
<p><b>Students use campus resources and support services in ways that contribute to their academic success and personal well-being</b></p>	<ul style="list-style-type: none"> <li>• Students will be encouraged to make use of resources both on campus and in the broader community to help them make informed academic, career, and personal decisions;</li> <li>• Students will complete exit surveys relating to their use of student support services at UH Mānoa and the role of academic advising therein;</li> <li>• Students will be exposed to emerging programming from Truth, Racial Healing, and Transformation (TRHT), Native Hawaiian Place of Learning, Welina Mānoa, UNIV coursework, the UH Mānoa Strategic Plan, etc. to develop a stronger sense of place and role in Hawai'i in connection to the student's academic plan;</li> </ul>
<p><b>Students create a holistic educational plan that reflects their personal values, interests, skills, academic and career goals, and their kuleana to Mānoa, Hawai'i and the world</b></p>	<ul style="list-style-type: none"> <li>• Students will participate in guided self-assessment and reflection (e.g., in the Mānoa Career Center, in advising units, and Counseling and Student Development Center) that meaningfully helps them determine their values, interests, skills, academic and career goals, and their kuleana to Mānoa, Hawai'i, and the world;</li> <li>• Students will be encouraged to take coursework and pursue experiences that provide an introduction to Mānoa and encourage self-development as appropriate (e.g., UNIV courses, Welina Mānoa, internships, UROP, etc.);</li> <li>• Students will learn how to use STAR as a means of recording and updating their academic plans.</li> </ul>
<p><b>Students reflect upon and adapt their educational plan as an ongoing process</b></p>	<ul style="list-style-type: none"> <li>• Students will engage in structured advising that includes organized educational planning and reflection;</li> <li>• Students will be encouraged to actively and continuously engage in developing their academic plan;</li> </ul>

<p><b>Students use academic planning tools to help them achieve their academic goals</b></p>	<ul style="list-style-type: none"> <li>• Students will be provided with guidance in how to locate, navigate, and use the various academic planning tools available at UH Mānoa;</li> <li>• Students will be able to link their use of these tools to their educational goals;</li> <li>• Students will learn about the rationale behind the Mānoa curriculum, such as its General Education requirements, its ILOs, the concept of a Native Hawaiian Place of Learning, etc.</li> </ul>
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For purposes of gathering University level data, we are looking at a broad and straightforward advising assessment plan for the campus. Individual advising units may also choose, but will not be required, to create assessment plans specific to their individual advising units. For the **campus level assessment plan**, we propose that:

CAA creates a standing Assessment Committee. This committee would be charged with the following responsibilities:

Every two-year cycle should conduct institutional level assessment of 1-2 SLOs

Steps:

1. select 1-2 SLOs to evaluate
2. develop a survey to go out to graduating seniors.
3. ask Mānoa Assessment and Curriculum Support Center to review and provide feedback
4. coordinate with CAA to facilitate administration of survey
5. collect results and assess
6. report key findings back to CAA
7. provide recommendations on any potential adjustment of SLO / hallmarks

As this work is being done, the committee could collect a library of documents at different levels to encourage sharing of best practices and to show the range of advising activities possible:

Institutional level surveys administered

Samples of unit level or college level assessments

E.g. Focus group interview questions

Assignments / worksheets

A potential goal, perhaps more aspirational and dependent upon resources and campus investment in technology that would facilitate this, would be for students to create a portfolio that satisfies aspects of the SLOs

Suggested timeline:

<p><b>Fall 2021</b></p>	<p><b>Form an assessment committee with 3-4 people</b></p>
<p>Fall 2021-Spring 2021</p>	<p>Expand and refine the hallmarks for each SLO (target is 3-7 hallmarks per SLO); Get feedback on the Hallmarks &amp; revise. For phase II of the chart above, an additional column that lists the range of advising practices that demonstrate hallmarks with examples could be added</p>

Fall 2022	Choose 2 SLOs to evaluate first. Draft and revise the survey based on hallmarks [with help from Assessment & Curriculum Support Center (ACSC) as needed]
Spring 2023	First survey administration Select population to survey: E.g. students who have earned as of the END of May 2023: 101-119 credits (earned or in progress) to capture students with experience, but who have not yet graduated.
<i>---April 1-May 30,2023</i>	Survey open
Summer 2023	Summarize results [consult with ACSC]
Fall 2023	Interpret results (collectively, including students)
<i>--- by December 2023</i>	Write a report with recommendations for action
Spring 2024	Implementation of action plan by CAA and other stakeholders
Fall 2024	Start the next assessment cycle: choose 1-2 outcomes & draft survey