Advising Assessment-Related Terminologies

1. **Measurement**
   - Measurement is the consistent elicitation of quantifiable indicators (evidence) via tests or related observation procedures. Emphasis is on efficiency, objectivity, validity, and reliability of the quantitative data.

2. **Metrics**
   - A quantifiable measure of performance that illuminates organizational progress towards the set goals (Davidson & Quigley, 2014 Strategy Planning, & Monitoring Handbook). Performance metrics often focus on effectiveness and efficiency (e.g., size, capacity, quality, quantity, duration, frequency, participation rate, etc.).

3. **Outcomes assessment**
   - "Assessment is the process through which we gather evidence about the claims we are making with regard to student learning and the process/delivery of academic advising in order to inform and support improvement.” (Campbell, 2008)\(^1\)

4. **Program evaluation**
   - Program evaluation is the gathering of information about any of the variety of elements that constitute educational programs (e.g., advising) for a variety of purposes that primarily include understanding, demonstrating, improving, and judging program value.

5. **Performance evaluation (personnel evaluation)**
   - Performance evaluation is a constructive process to set your job expectations and goals, acknowledge achievements, and provide feedback to make improvements in work performance.

6. **Academic program review**
   - “A systematic process of examining the capacity, processes, and outcomes of a degree program or department in order to judge its quality and effectiveness and to support improvement. Historically, program review focused primarily on capacity and research output; more recently, educational outcomes and student success have been included” (WASC, 2014)\(^2\)

7. **Vision**
   - Vision statement describes where your advising units will be in future successful state. Q: Where do we want to be going forward?

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\(^1\) Campbell, S. (2008). *Using assessment to understand what and how students learn through academic advising*. Plenary presentation at the 2008 NACADA Assessment of Academic Advising Institute, San Diego, CA.

8. Values
- Values statement describes the underlying drive and beliefs on the way your advising unit’s actions and decisions.

9. Mission
- Mission statement is a concise summary of your advising program’s unique contribution to the institution/college/division/department. It reflects the purpose, values, and beliefs of the program, and provides reasons for why the program exists. The mission statement contextualizes and guides the program’s goals and learning outcomes.

10. Program goals
- Program goals describe how the mission is going to be achieved. A goal is a statement on what the program provides (e.g., service, activities, resources, staff/advisors, learning environment) and tries to do (e.g., support students, advisor enrichment, etc.) not only for students but also for the advisors, partnering units, institution, etc.

11. Input and output
- Input: $$$, investment, contributions that go into the advising program.
- Outputs: Activities, services, events, and advising materials you provide to your students.

12. Learning outcomes (campus: learning goals)
- Impacts, benefits, and changes of what students will know, do, and value as a result of their involvement in advising experience. (Student will able to…)

13. Skills, knowledge, dispositions
- Skills, knowledge, dispositions (attitudes, habits of mind) are types of outcomes often referred to when developing an outcomes statement.

14. Curriculum map or activity map
- A matrix of determining when, where, and though what advising activities and resources the advising outcomes will be achieved over student’s academic life.

15. Indirect evidence of student learning
- Types of data that provide inference about actual student abilities, knowledge, and values. Such data include student self-assessment of their learning, perceptions, and opinions, often gathered through the use of surveys, focus groups, and interviews. Retention, graduation, and time to degree are also considered as indirect evidence.

16. Direct evidence of student learning
- Types of information that provide direct observation of learning, such as actual student performances or work, rather than self-reported information on student learning. Examples include observation data of students registering for courses,
employer ratings of the skills of recent graduates, and students’ personal and academic goals and plan statements.