




## UMD Advising Program Student Learning Outcomes

**Mission** (excerpt from UMD mission Statement)

At UMD, a firm liberal arts foundation anchors a variety of traditional degree programs, outreach offerings, and selected professional and graduate studies. Active learning through internships, honors programs, research, and community service promotes the development of *skills, critical thinking, and maturity* sought by society.

<b>Campus Level Student Learning Goals</b>	<b>Knowledge</b> Acquisition, Construction, Integration, Application	<b>Thinking</b> Cognitive Complexity	<b>Self-Realization</b> Intrapersonal Development	<b>Relationships</b> Interpersonal Competence	<b>Social Responsibility</b> Community Engagement and Humanitarianism	<b>Life Skills</b> Practical Competence
	<ul style="list-style-type: none"> <li>• Knowledge from study &amp; experience</li> <li>• Knowledge synthesis</li> <li>• Knowledge construction</li> <li>• Knowledge applied to daily life</li> </ul>	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Reflective thinking</li> <li>• Effective reasoning</li> <li>• Creativity</li> <li>• Systems thinking</li> <li>• Quantitative reasoning</li> </ul>	<ul style="list-style-type: none"> <li>• Realistic self-appraisal, self-understanding, and self-respect</li> <li>• Identity development</li> <li>• Commitment to ethics and integrity</li> <li>• Emotional intelligence</li> <li>• Spiritual awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Meaningful relationships</li> <li>• Interdependence</li> <li>• Collaboration</li> <li>• Effective leadership</li> <li>• Effective communication</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural and human differences</li> <li>• Global perspective</li> <li>• Social responsibility &amp; action</li> <li>• Civic responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• Pursuit of goals</li> <li>• Technological competence</li> <li>• Management of personal affairs</li> <li>• Career development</li> <li>• Professional skill development</li> <li>• Maintenance of health &amp; wellness</li> <li>• Sense of purpose</li> </ul>
<b>Campus Level Student Learning Outcomes</b>	<p><b>1.</b> Demonstrate competence in a major field(s)</p>	<b>3.</b> Think critically and creatively in seeking solutions to practical and theoretical problems	<p><b>4.</b> Use ethical reasoning to make informed and principled choices</p>	<b>6.</b> Communicate effectively through writing, speaking, and interpersonal and group interactions.	<p><b>7.</b> Apply understanding of cultural differences in diverse environments</p>	<b>9.</b> Apply life skills to succeed in college and beyond
<b>Program Level Student Learning Outcomes</b>	<p><b>2.</b> Construct, integrate, and apply knowledge from instruction and experience</p>		<p><b>5.</b> Demonstrate self-knowledge across a range of developmental areas</p>		<p><b>8.</b> Contribute to communities in which they live</p>	
<p>Grounded in an evidence-based educational advising approach that recognizes advising is teaching.</p>	<b>Students competently seek out relevant and credible information through multiple resources</b>	<b>Students employ complex thinking skills in managing their lives</b>	<b>Students reflect on and make meaning of their college experiences toward developing self-authorship</b>	<b>Students are aware of campus and community opportunities and understand how these contribute to their educational and life goals</b>	<b>Students clarify their own goals and plan and implement strategies to accomplish them</b>	

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<p><b>Advising Curriculum (under construction)</b></p> <p><b>What is this learning outcome about?</b></p> <p>These five Advising Student Learning Outcomes are interrelated</p> 	<p><b>Information Literacy</b></p> <p>Does the student know where to find credible sources of information (knowledge acquisition) and how to best use the information (construction, integration, application)?</p> <p>Are students relying on info from friends rather than consulting the UMD catalog about policies, procedures, courses?</p> <p>Topics and tools discussed/shared with students: Information literacy, Occupational Outlook Handbook, UMD catalog, Graduation Planner, APAS, course selection, major selection/affirmation, internet resources, etc</p>	<p><b>Cognitive Development</b></p> <p>Has the student established a good set of criteria when making decisions about majors, courses, careers?</p> <p>Are they employing critical thinking? Creative thinking? Analytical thinking? Reflective thinking? Systems thinking?</p> <p>Are students limiting their criteria to money only? Thinking that a major is always directly tied to a specific career? Harboring myths about college, majors, careers, learning, etc.?</p> <p>Topics and tools discussed/shared with students: Decision making skills, planning, judging validity of knowledge and info, what criteria do they choose to use in selecting a major, choose classes, plan their education path (using graduation planner, APAS, catalog, etc.) to make their own plan. Creative solutions to problems.</p>	<p><b>Self-Authorship</b></p> <p>Is the student the author of his/her own life? Or does the student uncritically accept information from external sources? Can they think for themselves? Is someone else in their life or cultural pressures having a stronger influence? Does the student know themselves well? Where are they on the developmental path of establishing their own adult identity?</p> <p>Topics discussed/shared with students: Gaining insight into themselves, identifying talents, interests, and values, exploring if a major is a good fit, understanding the purposes of a college education – holistically and how that fits in with their values, internal vs. external locus of control, changing relationships with parents, etc.</p>		<p><b>Student Engagement</b></p> <p>Has the student considered study abroad opportunities? Have they joined a campus organization? An academic club? Do they volunteer anywhere? Do they know about internships, UROP, and other opportunities? Do they see how this kind of involvement enhances their college education and life beyond college?</p> <p>Topics: study abroad, volunteering, involvement in student organizations, and civic engagement such as participation on campus committees, service learning, value of engagement, internships, student employment, UROP, etc.</p>	<p><b>Life Management</b></p> <p>Is the student spending an adequate amount of time on course work? Do they have good study habits? Time management skills? Can they write a resume? Do they know how to set goals? Can they effectively plan out their courses through graduation?</p> <p>Topics: life planning, choosing a major, choosing life goals, time management, goal setting, financial literacy, sense of purpose in life, resume writing, interviewing, job fairs, internships, study strategies, health &amp; wellness, intrinsic/extrinsic motivation, mindset, etc.</p>

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<b>Advising Pedagogy</b> (under construction)  <b>What Can Academic Advisors Do?</b>	<p>Through an advising approach that helps students find information for themselves and helps them learn how to evaluate its credibility and relevance to their goals. This may be achieved through advisor/advisee meetings and email exchanges, emails from Student Affairs office, workshops, Moodle modules, and bulletin boards.</p>	<p>Through an advising approach that helps students engage in critical thinking, creative thinking, reflective thinking, and systemic thinking. Engage students in meaningful conversations. This is achieved primarily through advisor/advisee meetings and email exchanges. These activities may also contribute: emails from Student Affairs office, Moodle modules, workshops, and bulletin boards.</p>	<p>Through reflective conversations in advising sessions that promote self-authorship (as described by Magolda and King, 2008). Supported by workshops, online modules, referrals to Career Services for Strong, MBTI, Strengths Finder, etc., email exchanges, bulletin boards designed to prompt exploration, etc.</p>		<p>Through an advising approach that engages students in conversations about opportunities for engagement and helping them make connections with their educational and life goals.</p> <p>Through advisor/advisee meetings, emails, workshops, bulletin boards, referrals, online modules, Engage!, etc. Referrals to and collaboration with the Office of Civic Engagement, Study Abroad, Kirby Student Center, etc.</p>	<p>Through an advising approach that helps students learn these life skills and engages students in conversations about topics such as life planning, choosing a major, choosing life goals, time management, goal setting, financial literacy, sense of purpose in life, resume writing, interviewing, job fairs, internships, study strategies, health &amp; wellness, etc.</p> <p>Through learning to use tools such as graduation planner, 30-60-90, and internet resources in a critically reflective way.– engaging in conversations on these topics, making referrals, teaching skills.</p> <p>Through bulletin boards, workshops, online modules, etc.</p>