

Division Unit Report for the AACSS (Name of Advisory Board or Committee)
Submitted by Jayne Drake jdrake1@temple.edu (Name and email of Advisory Board or Committee Chair)

Please complete **Columns 1 through 6** and return by **November 1, 2015**, to Administrative Division Reps Kerry Kincanon, kerry.kincanon@oregonstate.edu , and Brett McFarlane, bmcfarlane@ucdavis.edu , with a copy to Administrative Division Liaisons Maxine Coffey, mcoffey@ksu.edu , and Jennifer Joslin, jejoslin@ksu.edu . Please copy your unit’s Executive Office Liaison as well.

Two columns have been added to the November 2015 report form, providing a place to indicate which other units (if any) your group will collaborate with in achieving its 2015-16 outcomes, and what challenges (if any) you anticipate in achieving those outcomes. The Executive Office will compile a summary of the Administrative Division reports and provide it to all Division chairs for their use in identifying possible areas of future collaboration.

Columns 7 and 8 are included only for reference at this time, as they will not be completed until the progress report due August 15, 2016.

NACADA Strategic Goal(s) (List strategic goal(s) to which the outcome is related)	Specific desired outcome (What you want to occur as a result of your efforts; what you want someone to know, do, or value)	Actions, activities or opportunities for outcome to occur (What processes need to be in place to achieve desired outcome)	Outcome measurements & related data instrument(s) (How you will specifically measure for the outcome and any instruments you will specifically use e.g. survey, focus group)	Other groups or individuals (if any) to connect with in achieving this outcome (List any plans or opportunities for collaboration with other Committees, Advisory Boards or units regarding this outcome)	Challenges (if any) anticipated in achieving this outcome (How you plan to address difficulties that may arise as you work to achieve the outcome)	Progress toward achieving outcome (Only completed in August 2016 report)	Future action(s) based on data (Data-informed decisions) (Only completed in August 2016 report)
Expand and communicate the scholarship of academic advising	With every academic advising /review/consultation and speaker assignment, the AACSS expands the reach of scholarship in advising to colleges and universities around the world.	The AACSS has a clearly designed process for vetting prospective speakers and consultants that was put in place last year. The process for selecting the appropriate speaker or consultant(s) for requests from institutions is also clear and efficient, with the EO liaison working in concert with the Executive Director and, to a	The AACSS invites post-visit institutional assessments of our speakers and consultants. These assessments ask folks to rate the effectiveness of the speakers/consultants in light of the intended goals of campus visit.	The AACSS and the Executive Office are working on a partnership with the John Gardner Institute regarding its program that solicits more intentional data gathering up front from institutions requesting our advising program review services.	The big challenge at this point is time—the time that is necessary to review, install, and operationalize the steps needed to establish the partnership and implement the data gathering that will need to take place in advance of an AACSS campus review.	There was a lull in the EO’s collaboration and discussions with the JG Institute, but it seems to be getting back on track. White and Campbell did some data gathering	2016-17 is the year that a partnership should be formally established between NACADA and Gardner. In addition, with every campus visit, the consultants and

		lesser extent, with the Chair of the AACSS.				from the AACSS consultant reports for 2015 and will recommend next steps to the AB	speakers communicate the scholarship of AA.
Provide professional development opportunities that are responsive to the needs of advisors and advising administrators	Institutions invite NACADA <u>speakers</u> to campus primarily to provide professional development to professional advisors, faculty advisors, advising administrators, and related advising personnel. Often these presentations are an opportunity for college and university administrators to learn as well.	See the response just above.	See the response just above.	No other NACADA groups or individuals to connect with in conjunction with this strategic goal. AACSS speakers, in particular, connect with the host institution in advance of the campus visit to ensure that the information provided in the keynote address and/or workshop is responsive to the needs to the occasion.	Communication between the inviting institution and the NACADA representative is key to ensuring a successful, professional, and appropriate experience for the instruction and to avoiding any difficulties that may arise in advance of or during the campus visit.	It has been a busy year for AACSS <u>speakers</u> in particular. With this goal the progress is ongoing—a kind of self-renewal process that benefits both the host institutions and the consultants and speakers as well.	Through August 2016, we have booked 12 consultation visits and 34 speaking engagements. Our goal is to increase these numbers in 2016-17.

<p>Promote the role of effective academic advising in student success to college and university decision makers</p>	<p>With over 60 campus visits to date this year alone—both speaking and consulting—the AACSS is regularly reaching college and university decision makers about the role academic advising plays in student success. Gone in large measure is the day that upper level administrators dismiss advising as merely a service component of its teaching and learning mission.</p>	<p>Especially once our partnership with the Gardner Institute is solidified, institutional leaders should have better grasp of advising's critical role in ensuring student success. However, the AACSS, with every speaker and consultant visit, is reaching central administrators who, if they have not had a conversion experience beforehand, will surely have one with the campus visit and the formal report that follows.</p>	<p>See the response just above.</p>	<p>No other NACADA groups or individuals to connect with in conjunction with this strategic goal.</p>	<p>See response just above.</p>	<p>Promoting the role of effective advising to institutional decision makers is a primary raison d'être for both the consultants and speakers, with information sharing and recommendations for change as key to student success. Campus visits are the perfect venues for reaching decision makers.</p>	<p>See the response just above.</p>
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