

**Division Unit Report for the Assessment Institute Advisory Board (Name of Advisory Board or Committee)**  
**Submitted by: Kathy Zarges (Name and email of Advisory Board or Committee Chair)**

Please complete **Columns 1 through 6** and return by **November 15, 2017** to Administrative Division Reps Cecilia Olivares ([olivaresc@missouri.edu](mailto:olivaresc@missouri.edu)) and Steve Viveiros ([viveiros\\_steven@wheatoncollege.edu](mailto:viveiros_steven@wheatoncollege.edu)) with a copy to Admin Division Liaison Jennifer Joslin ([jejoslin@ksu.edu](mailto:jejoslin@ksu.edu)). Please copy your Executive Office Liaison as well.

This report will reflect items from your unit's 2017-2018 plan of work. (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, 2018.)

<b>NACADA Strategic Goal(s)</b> (List strategic goal(s) to which the outcome is related)	<b>Specific desired outcome</b> (What you want to occur as a result of your efforts; what you want someone to know, do, or value)	<b>Actions, activities or opportunities for outcome to occur</b> (What processes need to be in place to achieve desired outcome)	<b>Outcome measurements &amp; related data instrument(s)</b> (How you will specifically measure for the outcome and any instruments you will specifically use e.g. survey, focus group)	<b>Other groups or individuals (if any) to connect with in achieving this outcome</b> (List any plans or opportunities for collaboration with other Committees, Advisory Boards or units regarding this outcome)	<b>Challenges (if any) anticipated in achieving this outcome</b> (How you plan to address difficulties that may arise as you work to achieve the outcome)	<b>Progress toward achieving outcome (Only completed in August 2018 report)</b>	<b>Future action(s) based on data (Data-informed decisions) (Only completed in August 2018 report)</b>
Develop and sustain effective Association leadership	1. Increase the number of qualified intern applications that we have each year.	1.a. Promote the opportunity at the NACADA annual conference through a presentation or poster session. 1.b. Have interns continue to write a blog about their experience. 1.c. Promote the opportunity through the Assessment	1. Double the number of qualified applicants. Increase awareness of role of Intern based on attendance at poster session or presentation at annual conference.	1. Chairs of Administrators and Summer Institute for poster/presentation; Assessment Commission Chair and ELP Chair partnership NACADA Executive office.	1. One challenge is ensuring that the quality of intern applicants remains. Will keep solid application and review process to ensure that happens.	1. We had 3 applicants for the Assessment Intern position for 2018 and have had 2 so far for 2019. We encouraged applications for 2018	1. Past Chairs submitted a proposal and were accepted to present at the 2018 Annual Conference about involvement and leadership with the institutes.

	<p>2. Interns have a clear understanding of their role and responsibilities, particularly as it relates to their relationship with their mentor; mentor understands expectations</p>	<p>Commission and Emerging Leaders Program.</p> <p>2. Define the role and expectations for intern and mentor relationship in writing. Make sure both understand these expectations before contract is signed.</p>	<p>2. Add question on survey for new interns asking about knowledge of their role as intern. Ask mentors to summarize their experience following the Assessment Institute.</p>	<p>2. Collect feedback from past and present board members, faculty, interns, mentors, and chairs</p>	<p>2. Proactive communication is the key, but I don't see any significant challenges.</p>	<p>through the advisory board and by sending messages to past attendees. The 2019 Intern application was advertised at the 2018 institute and 2 applications came from that.</p> <p>2. We are in the process of updating the intern application and will add these items listed in the application. We did not make any other progress on this for our</p>	<p>Would like to work on collaborations with ELP and Assessment Commission in the future. The new commission chair is an incoming member of the Assessment Institute Advisory Board which should help with the collaboration. Will continue to advertise the Intern position at the Institute as they seemed to be successful.</p> <p>2. We will survey past and present board members, faculty, interns, mentors, and chairs. 2019 Interns will be surveyed to get their feedback for the future.</p>
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<p>Foster inclusive practices within the Association that respect the principle of equity and the diversity of advising professionals across the vast array of intersections of identity</p> <p>Expand and communicate the scholarship of academic advising</p>	<p>and role as mentor.</p> <p>3. Increase number of scholarship applicants over the next 2 years.</p>	<p>3. Increase awareness about the scholarship for the Assessment Institute through messages with key partners in NACADA.</p>	<p>3. Increased number of scholarship applications submitted each year for the next two years.</p>	<p>3. Partnering with the Assessment Commission, Emerging Leaders Program, and Research committee; send messages through various commissions that focus on diverse student populations.</p>	<p>3. The challenge will be timing the messages to give applicants enough time to submit their application.</p>	<p>2018 intern, but we will incorporate with our 2019 interns.</p> <p>3. Our number of scholarship applications increased from 6 to 12 from 2016-2017 and stayed at 12 for 2018. There was a change in the Commission Chair for Assessment causing a gap in communication. A connection has been made with the new board chair and he is an incoming Advisory Board member. Scholarship opportunities will be advertised at</p>	<p>3. Phone meeting with new Assessment commission chair to talk about increasing collaboration.</p>
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<p>Provide professional development opportunities that are responsive to the needs of advisors and administrators</p>	<p>4. Assessment institute faculty and board members understand the connection between the Core Competencies and the curriculum of the Assessment Institute.</p>	<p>4a. Align the Core Competencies with the various topics and presentations in the Assessment Institute curriculum.          4b. Communicate expectation that all faculty and board members review the Core Competencies on their own.          4c. Include the Core Competencies as an agenda item for the Annual Assessment</p>	<p>4. Faculty are comfortable talking about the Core Competencies at the 2019 Assessment Institute and incorporate it into their presentation.</p>	<p>4. Partner with the Executive Office and the Research Committee.</p>	<p>4. It is a new way of thinking about things and is new content for the Assessment Institute faculty. Because of that, we will phase this in over the next two years, increasing the expectation over that time period.</p>	<p>the annual conference pre-conference workshop 'Assessment Primer' and at the panel about leadership in the institutes. The advisory board will discuss additional outreach opportunities at the board meeting in September.</p> <p>4. The core competencies were aligned with the presentations for the Assessment Institute for 2018 by the Executive Office. Faculty will be responsible for doing this for 2019, but faculty have</p>	<p>4. New faculty have not yet been identified. Once identified, this will be reviewed at the faculty planning meetings. Topic will be on the agenda of the September advisory board meeting.</p>
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	<p>5. Continue to assess and tweak the revised curriculum to meet the diverse needs of the Assessment Institute attendees.</p>	<p>Institute Board meeting and the first faculty meeting in the Fall.</p> <p>5a. Faculty have been asked to create/update a video for attendees to review before the institute to help prepare them for the event.</p> <p>5b. During the first two Workgroup sessions, one or two faculty will provide an in-depth overview of the steps in the assessment process. This session will be open to anyone but specifically focused for new attendees who want to understand the assessment process from start to finish.</p> <p>5c. During the Assessment Institute, we will have one 'floater' available during the workgroup times who can assist with a group that is particularly large or that is split between first and second time at that workgroup topic.</p>	<p>5. Ask attendees if they reviewed the video in advance and whether it helped them prepare for the Institute.</p> <p>Overall survey results, number of attendees who attend this session, survey specifically for these attendees. Feedback collected from 'floater' about their experience; fewer comments on the survey about this issue.</p>	<p>5. Assessment Institute faculty, board members, and executive office will need to work together to make these changes.</p>	<p>5. The ongoing challenge is to provide structure and flexibility at the same time and meet the needs of people at all different phases of the assessment process. Another challenge is preparation and the desire to be as prepared as possible for the unknown. However, faculty and the advisory board are willing to make the effort to meet the needs of as many people as possible.</p>	<p>not been identified yet.</p> <p>5. Several adjustments were made to the 2018 assessment institute workgroups including:          - Adding an assessment overview during workgroup 1 and 2          - Adjusting the offerings of workgroups based on past data and attendance          - providing a floater to move from group to group based on attendance          Adjustments to the plenary: the content of the 3 plenary sessions were</p>	<p>5. Changing for 2019 will be made based on a review of 2018 evaluations with the advisory board and the faculty. Adjustments to offering of breakouts is likely.</p>
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	<p>6. Continue to support Assessment Institute attendees after the event</p>	<p>6. Offer periodic 'office hours' in the year following the event for attendees to interact via zoom with faculty. Consider offering these around specific topics or steps in the assessment process to increase interest and</p>	<p>6. Look as numbers who attend the office hours and ask them to complete a brief survey following the office hours.</p>	<p>6. Executive office, faculty, institute attendees.</p>	<p>6. Faculty are interested and willing to do this. We will need to generate interest and excitement for these sessions to have attendees. Advanced</p>	<p>6. Due to time constrains, this was not done for 2018 attendees.</p>	<p>6. This will be discussed with the advisory board in September and the faculty in October to see whether it will continue</p>

		the connection with faculty. Advertise this opportunity during the institute (as well as afterwards).			planning to clear schedules will be important but manageable.		following 2019 institute.
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