



**Admin Division Post-Conference Unit Report for the \_\_\_\_\_** (Name of Advisory Board or Committee)  
**Submitted by: \_\_\_\_\_** (Name and email of Advisory Board or Committee Chair)

Please complete the forms below. The first form (the “Projects” table) asks each Chair to list all the projects or tasks their group is hoping to undertake this year. The second form on page two asks Chairs to identify ONE project that will be tracked, measured, and assessed. This assessed task is of high importance and fulfills important goals of the group and NACADA in accordance with the NACADA Strategic Plan. **November 15<sup>th</sup>** is the desired due date for both pages of this report. Send the final version to Steve, Teri, Jennifer Joslin ([jejoslin@ksu.edu](mailto:jejoslin@ksu.edu)), and your EO liaison. Thank you!

Projects for this Year:	Strategic Goal that applies
Collaboration with Assessment of Advising Community and other NACADA committees and communities	Provide professional development opportunities that are responsive to the needs of advisors and advising administrators  Develop and sustain effective Association leadership
Educate the NACADA Community about the opportunities for involvement in the NACADA Assessment Institute (Advisory Board, Faculty Intern)	Provide professional development opportunities that are responsive to the needs of advisors and advising administrators  Develop and sustain effective Association leadership  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
Identify innovative ways for faculty to connect with Assessment Institute attendees both during and following the institute	Provide professional development opportunities that are responsive to the needs of advisors and advising administrators

	<p>Develop and sustain effective Association leadership</p> <p>Engage in ongoing assessment of all facets of the Association</p> <p>Expand the use of innovative technology tools and resources to support the work of the Association</p>
<p>Continue to adjust, refine, and improve on the Assessment Institute Curriculum, specifically provide more examples and interactive activities during the institute and identify ways to provide examples following the institute</p>	<p>Engage in ongoing assessment of all facets of the Association</p> <p>Provide professional development opportunities that are responsive to the needs of advisors and advising administrators</p>
<p>Align the Assessment Institute sessions with the Core Competencies</p>	<p>Engage in ongoing assessment of all facets of the Association</p>
<p>Identify ways to contribute to the NACADA research base and/or support NACADA Assessment Institute attendees to translate their assessment work into research and publications.</p>	<p>Expand and communicate the scholarship of academic advising</p>

Please choose **one** project or task to highlight for the Division that will be measured and assessed this year. This assessed task is of high importance and fulfills important goals of the group and NACADA in accordance with the NACADA Strategic Plan. Begin by completing columns 1-6 (one through six) below. If you have questions, contact Steve Viveiros ([viveiros\\_steven@wheatoncollege.edu](mailto:viveiros_steven@wheatoncollege.edu)) or Teri Farr ([tjarr@illinois.edu](mailto:tjarr@illinois.edu)). **November 15<sup>th</sup>** is the desired due date for both pages of this report. Send the final version to Steve, Teri, Jennifer Joslin ([jejoslin@ksu.edu](mailto:jejoslin@ksu.edu)), and your EO liaison. Thank you!

1	2	3	4	5	6	7	8
<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 (completed for the August 2019 report)</b>	<b>Future action(s) based on data (Data-informed decisions) (completed for the Aug. 2019 report)</b>
Provide professional development opportunities that are responsive to the needs of advisors and administrators	Implement innovative ways for faculty to connect with Assessment Institute attendees one on one (or in small groups) both during and following the institute	During the assessment institute: Share expectations with faculty and identify touchpoints with attendees Add 'open work session' to the institute Following the institute: schedule 'office	During the institute: -Track the number of opportunities faculty indicate they have to connect with attendees -Ask faculty about connections made -Ask attendees about connections they made Following institute: -Track number of times office hours were made available	Executive Office All faculty for the Assessment Institute	During the institute: Structure of the institute has been a challenge Faculty balancing the needs as faculty and facilitating large groups while also connecting one on one. Following the Institute:	During the assessment institute: 1. Faculty were asked to achieve at least 10 'touch points' with attendees where they connected with them outside of the formal structure. This included lunch, breakfast, reception, and during the open work session. This was incredibly well received by faculty and attendees	The additions during the institute and after the institute will be discussed with both the advisory board and faculty at the Fall meetings, with the recommendations that we

		hours', encourage follow-up to faculty, use technology to enhance post-institute communication	-Track number of attendees at office hours		Time, forgetting to schedule the sessions, attendance	<p>and reflected in informal and formal feedback. We had at least one faculty available during each work group session as a 'roamer' who was available to assist attendees who were working outside of official work group sessions.</p> <p>2. A session was added to the schedule that allowed attendees to work on their own or in groups but could go to one of the faculty rooms for additional support and guidance without any formal presentation. While we did not have a huge number of attendees, those who did take advantage of this found it to be highly successful.</p> <p>After the institute: The faculty have offered office hours one time so far. During this session, we had 11 people join the session, in addition to 3 faculty. The attendees were able to update on their progress to date, get some feedback, and ask questions. Two additional sessions like this are planned- one for</p>	<p>continue these initiatives, adding even more intentionality behind them.</p> <p>It would be best to have the office hours more solidified before leaving the institute.</p>
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