



Admin Division Post-Conference Unit Report for the Assessment Institute Advisory Board (Name of Advisory Board or Committee)

Submitted by: Kathy Zarges kmzarges@kent.edu (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 15th** is the due date for the post-conference report. Send the final version to Reps: Teri Farr (tjfar@illinois.edu), Carol Pollard (Carol.Pollard@unt.edu) and EO liaison, Leigh Cunningham (Leigh@ksu.edu). Thank you!

Projects for this Year:	Strategic Goal that applies
Focus on collaborations with NACADA partners, including Assessment Community and Sustainable Leadership Committee.	Provide professional development opportunities that are responsive to the needs of advisors and advising administrators Develop and sustain effective Association leadership
Identify, develop and enhance leadership within the Assessment Institute Faculty through intern program, presenting opportunities, and other leadership opportunities.	Develop and sustain effective Association leadership
Continue to tweak the curriculum and schedule of the Assessment Institute to meet the diverse needs of the attendees.	Provide professional development opportunities that are responsive to the needs of advisors and advising administrators
Develop and foster connections with Assessment Institute attendees during and following the event.	Provide professional development opportunities that are responsive to the needs of advisors and advising administrators
Educate the NACADA Community about the opportunities available connected to the Assessment Institute (Scholarships, Advisory Board, Intern program).	Expand and communicate the scholarship of academic advising 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

	Develop and sustain effective Association leadership
Identify and pursue ways to contribute to the research base in assessment of academic advising. (Potential Pocket Guide)	Expand and communicate the scholarship of academic advising

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. **August 15th** is the due date for the final report out on goals achieved for the year with columns 7 and 8 completed. If you have questions, contact Reps: Teri Farr (tjarr@illinois.edu) or Carol Pollard (Carol.Pollard@unt.edu).

1	2	3	4	5	6	7	8
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 (completed for the August 2019 report)	Future action(s) based on data (Data-informed decisions) (completed for the Aug. 2019 report)
Continue to tweak the curriculum and structure of the Assessment Institute to meet the diverse needs of the attendees.	Attendees feel that the concurrent session offerings meet their needs; attendees find concurrent sessions that match what they are looking for.	Two year review of the concurrent sessions- new concurrent sessions brought in for 2020 with some rotated out. After 2020- evaluate once again and rotate in some new sessions and rotate out some that are outdated or less relevant. Changes made based on feedback from survey, faculty, advisory board, and	Review evaluations from attendees at the 2020 and 2021 institute and compare them with the evaluations about concurrent sessions with the 2019 and earlier sessions. Specific question on evaluation regarding desired concurrent sessions.	EO- to tweak survey. Advisory Board Assessment Institute faculty	Development of new topics takes time and investment. Risky to move from the known to the unknown.	All the concurrent sessions were reviewed and discussed with the Assessment Institute faculty at a meeting. Some sessions were identified to rotate out and some new topics were brought in. Some of the ones that stayed will be reviewed again in the future, but some are considered essential	The new and updated concurrent sessions were met with much success and positive feedback. Evaluations for these sessions will be reviewed and decisions will be made for concurrent sessions for 2021. Updates will be made to

	<p>Attendees feel that the work group sessions offer the flexibility and structure to meet their needs.</p>	<p>current research and trends.</p> <p>Continued tweaking of the work group sessions to meet their needs. Address overcrowded rooms, split between those learning the info and those who want to dive deeper, offer sessions when they are needed based on data from previous years.</p>	<p>Review feedback on institute survey and feedback from faculty and advisory board. Could conduct a focus group with people who have attended a few times recently.</p>	<p>EO- to tweak survey. Advisory Board Assessment Institute faculty</p>	<p>Making sure the logistics and the needs of the attendees both work together (ie: room availability and size, number of faculty, etc). Making adjustments-takes a year to implement and then see if it was successful. The needs and trends of the attendees change from one year to the next- hard to predict their needs.</p>	<p>to the institute and will likely remain for some time.</p> <p>The schedule for the work groups was completely reorganized to address overcrowded rooms and high numbers. For 2020, we offered multiple offerings of the same work group based on previous data of sessions with the highest numbers.</p>	<p>existing concurrent sessions.</p> <p>The changes made to the schedule were very useful and beneficial to the attendees so that rooms were not overcrowded, and more individual attention was given to the attendees. This will be tweaked and shifted a bit for 2021.</p>
	<p>Attendees have time available during the institute to get feedback from faculty if desired about their assessment plans.</p>	<p>Include mini-consult time in the schedule and continue to offer Focused Independent Work Time.</p>	<p>Review feedback on institute survey and feedback from faculty and advisory board. Could conduct a focus group with people who have attended a few times recently.</p>	<p>EO- to tweak survey. Advisory Board Assessment Institute faculty</p>	<p>Making sure the logistics and the needs of the attendees both work together (ie: room availability and size, number of faculty, etc). Making adjustments-takes a year to implement and then see if it was successful. The needs and trends of the attendees change from one year to the next- hard to predict their needs.</p>	<p>We added mini consults (Open Office Hours) to the schedule during work group sessions. There was one session offered on Day 1 and one on Day 2.</p>	<p>While it was a small number of attendees for the Open Office Hours, the people who attended these sessions found them extremely valuable, based on informal feedback received. Evaluations will be reviewed with the advisory board.</p>

	<p>Faculty update information presented in Plenary Sessions to bring in new content and visuals.</p>	<p>Communicate expectation for the next 2 years to update content; reassign Plenary sessions and concurrent sessions to necessitate updating of content.</p>	<p>Feedback from attendees on survey.</p>	<p>EO- to tweak survey. Advisory Board Assessment Institute faculty</p>	<p>Time, but with advanced notice for 2020/2021, this should be possible.</p>	<p>Faculty were assigned to different plenary and concurrent sessions in the first attempt at updating content for the institute.</p>	<p>Evaluations about the plenary and concurrent sessions will be reviewed. We will continue to update sessions for 2021.</p>
	<p>Attendees create an action plan to use during the assessment institute and one for their return to campus at the end of the institute.</p>	<p>Incorporate action plan creation through the Institute. Include in Plenary 1 and 3 and add a work group session at the end focused completely on their action plan.</p>	<p>Ask attendees at the end of the institute about their action plans during and following the event. As attendees who participate in the post-institute meetings whether they used their action plans. Collect feedback from faculty about the action plans. Faculty could complete a rubric.</p>	<p>EO- to tweak survey. Advisory Board Assessment Institute faculty</p>	<p>Making time for this during the Plenaries and work groups at the Institute. Adjustments are being made for 2020 and will be evaluated for 2021</p>	<p>Action planning was added to the opening Plenary session as well as the 3rd plenary session. The final workgroup session was focused entirely on action planning for return to campus.</p>	<p>Attendees were pleased with the focus on action planning based on informal feedback. We will need to review official feedback about the action planning elements and make some tweaks to this for 2021.</p>