



Assessment Institute: Advisory Board

Attendees: Isaiah Vance (Chair), Eushekia Hewitt, Jordan Berken, Paul Higgerson, Angela Bowlus, Benjamin Norris, Kelly Carmack, Mary Carmel Etienne, Monique Earl-Lewis, Dayra Fallad-Mendoza; Jennifer Rush (EO Liaison)

Minutes: Wednesday, September 21st, 2:00 – 3:00pm (Central) - Virtual

Members

- **Isaiah Vance**, Chair, The Texas A&M University System (2021-2023)
- **Beth Higgins**, Outgoing Chair, University of Southern Maine (2019-2022)
- **Jordan Berken**, University of Wisconsin (2022-2024)
- **Angela Bowlus**, Metropolitan State University (2020-2022)
- **Emily Borthwick-Wong**, University of Reno Nevada (2020-2022)
- **Kelly Carmack**, Ohio State University (2021-2023)
- **Monique Earl-Lewis**, Morehouse College (2020-2022, 2022-24)
- **Mary Carmel Etienne**, Hofstra University (2020-2022)
- **Dayra Fallad Mendoza**, University of New Mexico (2022-2024)
- **Katie Henry**, John Hopkins University (2020-2022)
- **Mindy Heggen**, Iowa State University (2022-2024)
- **Eushekia Hewitt**, Eastern Virginia Medical School (2021-2023)
- **Paul Higgerson**, University of Florida (2021-2023)
- **Benjamin Norris**, Frostburg State University, 2022-2024)
- **Jennifer Rush**, Executive Office Liaison

I. Call to Order (I. Vance)

II. End of Year Report (I. Vance) – see email attachment: *AI-EoYReportForm-AD*

- Review of report
- **Discussion**
 - Institute is a great place to create, develop and foster connections
 - Would this be a marketing point?
 - Those at the Institute are like-minded which creates sharing and relationships
 - The small group dynamics were very helpful
 - Ability to reach out to faculty throughout and even after event hours is important
 - Tend to gravitate to others who are at the same “spot” in the cycle
 - The Virtual event in 2021 did not allow for the same connections and slowed the discovery of where they were in the cycle

Institute Structure:

- Does the curriculum work for individuals to self-determine their level?
- Can we create a way to connect with past/returning participants to see what has been accomplished from year to year
- Do we need Intro sessions in the work groups
 - Should we be more deliberate in defining first session will introduce, next session more advance
 - Concerned about pigeonholing someone



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III. Recognition of Outgoing & Incoming Members (I. Vance)

A. Outgoing

- **Dana Parcher** (University of Colorado Boulder)
- **Beth Higgins** (University of Southern Maine)
- **Katie Henry** (John Hopkins University)
- **Emilly Borthwick-Wong** (University of Reno Nevada)
- **Mary Carmel Etienne** (Hofstra University)
- **Angela Bowlus** (Metropolitan State University)

B. Incoming

- **Jordan Berken** (University of Wisconsin)
- **Dayra Fallad Mendoza** (University of New Mexico)
- **Mindy Heggen** (Iowa State University)
- **Benjamin Norris** (Frostburg State University)

C. Call for New Advisory Board Members for 2023-25

- Nomination solicitation beginning March 2023
 - Send names to Isaiah or Jennifer if you can think of someone who can enhance our Advisory Board

IV. 2023 Assessment Institute Recap (I. Vance)

A. Event Evaluations - see email attachment: *AI-OverallAdvBrd*

- Be prepared to discuss noteworthy aspects

Discussion

- Will be including a \$50 NACADA Cash drawing to encourage more participation
- Having the rating system and the evaluation on the app was confusing

B. Considerations

- What should be retained/changed from the '22 Institute?
- Other opportunities for improvement?

C. Structural Planning

- Plenaries
- Concurrent sessions
- Workgroups

Discussion

- Built in a ½ hour discussion time into each Plenary
- Added a Research session to replace the COVID-19 era session
- Socially Just session will be repeated again this year – well received
- Session suggestions:
 - Executive Summary – how to prepare it, how to present it
 - What is needed to make the case
 - Improvement Science – how do you make the change after you've collected all the data, analyzed the data, made the case – then what
 - **Work Groups** – build in time to work; pair those within the work groups with others at same level to engage feedback from each other
 - For the focused/Action Plan Work Groups, have a faculty rating scale on their knowledge level in each cycle to help them decide who to sign up for
 - Some form of self-assessment to help guide people to the right work group prior to the first work group



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V. Beginning of the Year Report (I. Vance)

A. Potential Goals

- Will be addressed via email due to time restraint

VI. Assessment-Related NACADA Resources in Development

- Assessment 101 Webinar – a basic review of Assessment and promotion of the Institute and Pocket Guide
- 2nd assessment Pocket Guide has been released
- NACADA Content Library will have Assessment ties

VII. Adjourn

General Discussion: