

ASSESSMENT INSTITUTE – SESSION ABSTRACTS

PLENARY SESSIONS

Assessment – Creating a Culture of Success

Have you been tasked with creating or updating your assessment plan by your institution? Are you looking to create your own assessment plan to determine the effectiveness of your advising program? Join us for this first plenary session as we tap into the fundamentals of assessment, examine the steps in the assessment cycle, discuss how to create a culture of assessment, and review NACADA resources that support assessment efforts. We will also provide an overview of the Institute structure allowing attendees the opportunity to make an action plan for how you will spend your time so you can get the most out of the Institute.

Session Outcomes - you will learn:

- The fundamentals of assessment
- The steps in the assessment cycle
- How to create a culture of assessment at your institution
- How to utilize NACADA resources in your assessment program
- How to make an action plan for the rest of the Assessment Institute

Assessment - Part of Your Daily Life

Assessment is not a one and done process, it is ongoing. In this plenary we will discuss how assessment needs to be incorporated into your work structure, how it can enhance your professional development, and the role it plays in your campus culture. We will highlight how assessment can assist you in determining the most effective advising model for your institution as well as how it can be integrated into academic advisor evaluations and reward structures.

Session Outcomes - you will learn:

- To understand your various stakeholders and how they impact your institutional culture
- Opportunities for integrating assessment into your professional development
- How assessment can impact the day-to-day academic advising experience for students and advisors
- How assessment can influence the consistency of the academic advising experience for students
- How assessment can be used in developing advisor evaluations and rewards structures

Ok – Now What?

Now is the time to take back all you learned and put it into practice on your campus - the most important thing is that you continue to move forward. In this plenary we will talk about implementation, timelines, action plans, change and sustainability as well as outline strategies for communicating your results to stakeholders and the profession. We will discuss opportunities for how you can utilize your assessment plan and outcomes to conduct research and publish your work. The session will include time to think through your next steps and hear what others have accomplished during the institute.

Session Outcomes – you will learn to:

- Identify strategies for implementation and sustainability of your plan
- Develop a timeline for the next steps of your assessment process
- Create an action plan to support your timeline
- Evaluate strategies for communicating, acting on and sustaining your assessment results including possible research and publication opportunities

CONCURRENT SESSIONS

Examining the Four NACADA Pillars: Utilizing the Concept of Advising, NACADA Core Values, NACADA Core Competencies, and CAS Standards in Student Learning & Program Assessment

The NACADA Pillar documents form the foundation of the profession of academic advising. Providing guiding principles, program standards, and ethical guidelines, these documents offer a solid foundation for creating, re-organizing, improving, and assessing academic advising programs. The session will begin with an overview of these foundational documents and how these pillars can be used to create student learning and advisor delivery outcomes. To conclude, examples of ways to implement these documents into your assessment cycle will be demonstrated.

Session Outcomes - you will learn:

- Know how to access the NACADA Pillar documents online
- Describe the purpose of each document
- Understand how the Pillars form the foundation of the profession of academic advising, regardless of context.
- Use the Pillars as a basis for multiple stages of an assessment cycle

Creating an Advising Syllabus

Have you been able to communicate the roles and responsibilities of the advisee and the advisor? Developing an Advising Syllabus allows advisors to communicate clear expectations for student learning and it provides structure to the concept of advising as teaching.

Session Outcomes - you will learn:

- The purpose of an advising syllabus
- The value a syllabus brings to you and your students
- How to create an advising syllabus
- How to integrate a syllabus into both your advising and assessment practices

Developing a Student Satisfaction Survey

You need to know what your students are thinking, what they need and how you can better serve them. If you don't ask, you are simply guessing. The Student Satisfaction Survey is one of many assessment tools advisors can implement to tap into the pulse of the student population. This session will take you through the basics of developing the survey to how to use the data to improve the student experience.

Session Outcomes - you will be able to:

- Articulate how satisfaction surveys strengthen your assessment plan.
- Determine how to design your satisfaction survey.
- Identify methods used to create the survey.
- Identify basic strategies for analyzing satisfaction data.

The Who, What, When, Where, Why and How of Focus Groups

Learning the fundamentals of developing, conducting and utilizing focus group data can be an intimidating project. We will look at the who, what, when, where, why and how to use focus groups as you determine ways to improve your advising program on your campus.

Session Outcomes - you will learn:

- The value of using focus groups
- How to design a focus group
- Opportunities for campus-wide partnerships
- How to acquire and use the data
- Why feedback is essential to your campus

Developing a Rubric as a Tool in the Assessment Process

You may have heard of them, you may have even filled one out before, but have you actually developed a rubric for your assessment plan? In this session you will discover the components of a rubric, get an overview of its uses, and develop one you can apply at your campus.

Session Outcomes - you will learn:

- What a rubric is and what it is used for
- The importance of a rubric as a measurement tool
- The different types of rubrics

Advisor Evaluation – Beyond the Student Satisfaction Survey

An advisor's performance cannot be based solely on how a student feels when they come in or leave an appointment. There is more to being an advisor than making everyone happy. In this session, we will examine how to evaluate professional performance as a whole, from student satisfaction to competencies, outcomes and process delivery.

Session Outcomes - you will learn:

- The importance and role of advisor evaluations
- The differences between evaluation and assessment
- The different aspects and uses of an advisor evaluation
- Suggestions on how to conduct advisor evaluations

Mechanics and Ethics of Reporting Data

Don't be afraid of the data! Assessment can provide you with both positive and negative results. Developing a transparent process to gather, analyze and report your results can only benefit your program. In this session we will discuss the ethics behind true-data reporting, how the negative can create a positive and how you can create an environment open to change through reporting the data.

Session Outcomes - you will learn:

- Ethics of research methods
- The value in knowing strengths and limitations of your practices
- How to create a solution-focused approach when reporting data
- Understanding bias and external/internal influences

Accreditation – Make It More Than External Validation

Accreditation, whether regional or programmatic, has become an integral part of evaluation and validation of postsecondary education, particularly in the United States. This session will introduce attendees to the six regional accrediting bodies in the United States and highlight some of the more common national and programmatic accrediting organizations, with a particular focus on how academic advising supports the standards of accreditation.

Session Outcomes - you will learn:

- To value the opportunity the accreditation process provides for genuine institutional and/or programmatic improvement
- To identify accreditation standards that academic advising supports, directly and indirectly
- To understand how to craft responses to accreditation standards, both through narrative writing and verbal dialogue

Socially Just Assessment

University allies of social justice are facilitating conversations around equity, diversity and inclusion to develop impactful programs and services. Assessment is the mechanism to measure impact, identify gaps, and expose disparities. This presentation is intentionally designed to dig deeper into the tenants of socially just assessment and examine how to ensure that our process is representative, culturally responsive, actively minimizes bias, and respects the dignity and differences of students.

Session Outcomes - you will learn:

- Define culturally responsive practices in academic advising
- Examine the concept of assessment as inquiry
- Critically reflect on biases in assessment
- Discuss how assessment can help to foster equity and inclusion
- Deconstruct the assessment cycle by using a critical lens and considering cultural responsiveness
- Incorporate tenants of culturally responsive practices into the assessment process

WORK GROUP SESSIONS

Assessment Cycle

Need help understanding the overall assessment cycle? This session provides the foundation of the assessment cycle by examining assessment terminology, and how the components of the assessment cycle (from values to reporting) work together to create an effective assessment plan. Through this process, you can better understand what you have and what you need to create/further develop through the work groups.

Vision, Mission & Goals

Everything needs a starting point; the same is true with Assessment of Academic Advising. In this Work Group you will learn how to develop your own Vision, Mission and Goals – the first steps in an advising assessment plan - which you can take back to your campus.

Student Learning Outcomes

You need to set clear expectations so that you and your students know what they are expected to learn or “take away” from the academic advising experience. In this Work Group you will define what Student Learning Outcomes (SLO) are and how to develop them for your students.

Advisor Outcomes

Just as there are student learning outcomes (SLO) for students to achieve as the result of academic advising, advisors also need to know what is expected of them in order for students to achieve the desired SLOs. In this Work Group you will bring your identified SLOs and continue into the actual development of the Advisor/Process Delivery Outcomes necessary for students to achieve your SLOs.

Mapping - The GPS of Advising

Just like you use a map (or GPS) to figure out where to go, you need to identify or “map” the opportunities for student learning that (hopefully) lead to the achievement of your desired SLOs. In this group you will learn how to use mapping as a tool to determine the path toward achieving SLOs for advising.

Exploring and Developing Measures for Assessment and Interpretation of Data

Why reinvent the wheel? Once you have identified your outcomes, you will need to determine what and how to measure them and how to interpret the data to make changes as part of the assessment cycle. In this group you will identify the processes and resources needed to correctly measure outcomes, including consideration of both existing tools and data, and how to interpret your data to make decisions moving forward.

Implementing and Sustaining

You have the facts, you know the path you need to take to implement change on your campus, but do you know where to go from there? In this Work Group you will identify: methods to act upon your assessment data, how to use results to inform future planning and decision-making, how to effectively report your results and recommendations, and how to sustain positive growth by further assessing the effectiveness of the implemented changes as well as providing evidence of improvement to your programs and services.

Open Office Hours

Stuck somewhere in the assessment process? Or have you completed a step and want feedback before moving on? Come to the Open Office Hours and get feedback from a faculty member and fellow participants about your question or progress. Please come prepared with materials and questions. Note: this is an open discussion session and time allotted for each topic/question will depend on the number of people in the session. Space in the session will be limited.

Creating your Action Plan:

You've gained information and ideas during the Assessment Institute and had the opportunity to begin work on your assessment plan. How do you ensure that you keep the momentum moving forward to apply the information learned to your institution? In this workgroup session, you will create an action plan for your return to campus. The session will include time to work on your action plan, share and gather feedback about your action plan, and learn from others about their action plans. Individuals or teams must sign up in advance.