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

**Core Competencies:** C1, C2, C5, R7

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 is incorporated into your work structure, enhances your professional development, and the role it plays in your campus culture. We will highlight how to build an assessment team, identify stakeholders, and integrate assessment 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

**Core Competencies:** C5, I1, I6, R4, R7

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

**Core Competencies:** C2, C5, I1, I6, R4
Using NACADA Pillar Documents as a Foundation for Student Learning Outcomes and Program Assessment for Academic Advising

The NACADA Pillar documents - NACADA’s Concept of Academic Advising, NACADA’s Core Values of Academic Advising, NACADA’s Advisor Core Competencies, and the Council for the Advancement of Standards (CAS) Standards for Academic Advising Programs - 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 provides an overview of these Pillar documents and strategies for using them in assessment, specifically regarding the development of student learning outcomes for their advising program.

Session Outcomes – you will learn:
- Know how to access the NACADA Pillar documents online
- Understand the purpose of each Pillar document
- Use the Pillars as a basis for multiple stages of an assessment cycle, in particular the development of student learning outcomes for advising

Core Competencies: C2, C4, C5, I4, R7

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

Core Competencies: C4, I2, I6, R5, R6

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

Core Competencies: C4, I5, I6, R7

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 concurrent session provides an overview of the tenants of socially just assessment with focus on how to ensure that our assessment process is culturally responsive, actively minimizes bias, and respects the dignity and differences of students.

Session Outcomes - you will learn:
- Define socially just assessment practices in academic advising
- 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 socially just practices into the assessment process

Core Competencies: C2, C6, I5, R6, R7
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

Core Competencies: C5, I5, R4, R5, R7

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 then 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

Core Competencies: C4, C5, I7, R1, R4

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.

Core Competencies: C6, I6, I7, R2, R3

Assessment in the COVID-19 Era: Roundtable Discussion
The Novel Coronavirus has changed our world, and assessment of advising has not been immune to its effects. COVID-19 has altered the timing (cycle) of assessment, what is being assessed, and execution of action plans (continuous improvement). This roundtable will be a discussion about how assessment has been impacted and how timely assessment could even help advising emerge from this period with stronger support for students.

Session Outcomes - you will be able to:
- Identify elements of the assessment plan that have been impacted by COVID-19
- Articulate short- and long-term continuous improvements that could be made from assessment findings
- Envision new ways to capture the value of advising, as innovative programming and initiatives have been introduced over the last year
- Evaluate evidence & findings to develop a coherent strategy for moving forward initiatives in creative ways

Core Competencies: C6, I5, I6, R6, R7
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.
Tuesday, 9:00-9:50 am  Optional Morning Coffee
Meet the Faculty
Bring your coffee, tea, water or soda and join us for this optional activity where you will get a chance to meet and interact with the 2021 Assessment Institute faculty. Learn about the faculty and why they became involved in the Institute.

Tuesday, 12:15-1:20 pm  Optional Lunchtime Engagement
Institution-type chats
Join with other peers and colleagues from similar Institution types to have an open chat about whatever topic(s) the group decides. This is your chance to get to know other participants from around the globe who work in similar environments. You will be able to choose from the following institution types: Public, Private, 2-Year or International.

Tuesday, 4:10-5:00 pm  Optional After-hours Engagement
Open Chats
Are you hear on your own, or did you come as a team? We know it is hard to make personal/professional connections in a virtual environment, so we are opening up chat rooms so you can e-meet other participants. We will have a room for those who are participating in the event alone and a couple rooms for those who have come to the event as a team. Join us for open dialogue and get to know your fellow participants. You will be able to choose from Solo Open Chat (for those registered individually) or one of two rooms for Team Open Chat (for those who came as a group).

Wednesday, 9:00-9:50 am  Optional Morning Coffee
These optional sessions will give you a chance to ask questions, learn from others or simply discuss hot topics in Assessment. There will be three rooms available for these optional sessions, you can pick the one that intrigues you the most, choose from:
- Learn from Your Peers – Assessment in Action
  - Faculty and peers take look at case studies and you will hear from your colleagues who are in the process of the Assessment Cycle
- Q&A – Let’s Talk about Yesterday
  - This faculty lead open chat will allow you to ask a question or get an answer about anything discussed on Tuesday.
- Hot Topics – current Trends in Assessment
  - Faculty will take you through discussions that are vital to you today. You direct the flow of this open chat, what’s important to you?

Wednesday, 12:15-1:30 pm  Optional Lunchtime Engagement
Chats based on your role
This open chat forum will give you a chance to discuss topics relevant to you in your role with others in similar roles. You will direct the flow of topics while getting a chance to connect with your peers. You will be able to choose from the following roles: Faculty, Primary Role Advisor, Administrator, and those working with Institutional Research and/or Accreditation.
Wednesday, 4:10-5:00
Optional After-hours Engagement

Time for some fun
It’s been an intensive two days, and we wanted to give you the opportunity to just relax and have some after-hours fun with your fellow participants. So grab your “it’s 5:00 somewhere” beverage of choice and join us for one of the following activities:

- **NACADA Stories** – this was a huge hit at the 2020 Annual Conference so we decided to bring it back! Join us as we just share our fondest memories about NACADA. From your most recent ACD group chat to your first Institute this is a time to share and reflect on how NACADA has impacted you personally and professionally.
- **Meet the EO** – join us for this fun interactive game that introduces you to the Executive Office staff in a way you probably could not imagine. We will be using Kahoot! for this game, so you will need to download the app prior to the event. A prize will be provided for the person who gets the most correct.
- **Scavenger Hunt** – this will get your juices flowing after a day of Zooming. Join us for a Scavenger Hunt! You will be asked to find and show a variety of items and the person who finds it first the most times will win a prize!
- **Karaoke** – yes, Karaoke – we are inviting you to bring your singing pipes and join in on the fun of Karaoke.

Thursday, 9:00-9:50 am
Optional Morning Coffee

These optional sessions will give you a chance to ask questions, learn from others or simply discuss hot topics in Assessment. There will be three rooms available for these optional sessions, you can pick the one that intrigues you the most, choose from:

- **Learn from Your Peers – Assessment in Action**
  - Faculty and peers take a look at case studies and you will hear from your colleagues who are in the process of the Assessment Cycle
- **Q&A – Let’s Talk about Yesterday**
  - This faculty lead open chat will allow you to ask a question or get an answer about anything discussed on Tuesday.
- **Hot Topics – current Trends in Assessment**
  - Faculty will take you through discussions that are vital to you today. You direct the flow of this open chat, what’s important to you?