2023 ASSESSMENT INSTITUTE – SESSION ABSTRACTS

PLENARY SESSIONS

P1 | 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

P2 | 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

Core Competencies: C5, C6, I2, R3, R4

P3 | 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:
- 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

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CONCURRENT SESSIONS

C1 | 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.
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> **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

C2 | 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.
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> **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

C3 | 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. As a part of the discussion, participants will critically reflect on the influence of their own biases and how to infuse socially just practices throughout the assessment process.
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> Within assessment process, participants will critically reflect on their own biases and how it can impact the assessment process. They will also discuss how to infuse socially just practices into the assessment process.
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> **Session Outcomes – you will learn:**
> - Define socially just assessment practices in academic advising
> - Deconstruct the assessment cycle by using a critical lens and considering cultural responsiveness
> - Critically reflect on their biases in the assessment process
> - Incorporate tenants of socially just practices into their assessment process
> - Acknowledge how assessment can help to foster equity and inclusion
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> **Core Competencies:** C2, C6, I5, R6, R7

C4 | 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: C5, I5, I6, R7

C5 | 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

C6: Developing Student Experience Surveys

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. Student Experience Surveys are one of many assessment tools advisors can implement to tap into the pulse of the student population, especially their satisfaction. This session will take you through the basics of developing the survey to how to use the data to improve student engagement with academic advising.

Session Outcomes - you will be able to:
- Articulate how student experiences surveys strengthen your assessment plan
- Determine what tools to use to design your survey
- Identify methods and basic strategies for analyzing satisfaction data

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

C7 | Assessing the Impact of an Inclusive Advising Culture

Academic advising that fosters equity and inclusion has a fundamental impact on historically marginalized students' identity formation, academic engagement, and sense of belonging. This session outlines the assessment of an advisor training and professional development program centered on inclusion and equity.

Session Outcomes – you will learn:
- Integrate identity development and student success theories with NACADA Core Competencies.
- Examine Bloom's, Fink's, and Kirkpatrick's theories to Maki's framework of assessment of advisor training and development with an equity lens.
- Apply the aforementioned theories and concepts to demonstrated models of assessing advisor training and development.

Core Competencies: C2, C6, I5, I6, R1, R3

C8 | Research, Assessment, and Evaluation in Academic Advising: Audience and Purpose

Academic advising has grown into an area ripe for deep exploration and complex analysis at all levels. This informative, interactive session will address important similarities and differences between assessment and evaluation within the institution, particularly related to examining *advising* (program focused) vs. *advisors* (individual focused). Then we discuss the emerging, relevant literature base that informs our work, including strategies for turning assessment projects into research that contributes to the Scholarship of Advising.

Session Outcomes – you will learn:
- Understand the differences and similarities between assessment, evaluation, and research in advising.
- Explore the delicate complexities of evaluating individual academic advisors (both primary-role and faculty), particularly through the lens of equity and bias.
- Reflect on future strategies for turning assessment projects into research projects (including when IRB is necessary)
- Learn about current assessment instruments available (both free and monetized), including how to determine when and how to use which instruments (audience & purpose)
- Explore recent outcomes of large-scale research studies that have implications for advising practice

Core Competencies: C3, C5, C6, I1, R3, R4, R7

C9 | Visualizing and Summarizing the Data You Collected and Analyzed

A lot of time and effort is placed into collecting and analyzing advising assessment data. Now what? This session will discuss strategies and approaches for creating a visually appealing report to represent data. Participants will learn how to create an executive summary that captures attention and provides a concise overview of assessment conclusions.

Session Outcomes - you will learn:
- Discuss tips and tricks for selecting data to visualize
- Discuss easy-to-use visualization software
- Identify important components of an executive summary
- Practice drafting a concise executive summary

Core Competencies: C5, I5, I6, 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.