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 incorporating assessment 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:
- Various constituents and how they impact 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
CONCURRENT SESSIONS

C1 | 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

C2 | 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

C3 | Collecting Data
How do you gather the data necessary to assess your learning outcomes once you’ve identified them? This session will focus on data collection methods. Participants will explore how to use data already available to them as well as new data collected through the assessment cycle process to assess their learning outcomes. Participants will receive an overview of data collection methods including surveys, rubrics, focus groups, and university systems as well as strategies for beginning the process of interpreting the data.

Session Outcomes – you will learn:
- To identify various data collection methods.
- How to explore strategies for choosing the right data collection method for assessing your learning outcomes.
- Discuss strategies for interpreting the collected data

Core Competencies: C5, I5, I6, R4, R5, R7

C4 | 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
C5 | 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 a 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. Participants will also discuss how to infuse socially just practices into the assessment cycle.

**Session Outcomes – you will learn:**
- Socially just assessment practices in academic advising.
- The assessment cycle by using a critical lens and considering cultural responsiveness.
- To critically reflect on personal biases during the assessment process.
- To incorporate tenants of socially just practices throughout the assessment cycle.
- How to acknowledge how assessment can help to foster equity and inclusion.

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

C6 | Process Delivery Outcomes/Process Measures

Student learning outcomes are - rightly - the focus of assessment protocols in higher education (not only for advising). The question, though, is how do you build appropriate programming (including processes, policies, interactions, and behind the scenes activity) so as to reliably help students achieve the desired SLOs. Process delivery outcomes (PDOs) and process measures that could be employed to ensure an academic advising program is on track to achieve its mission. This session will provide examples of PDOs and present a framework for how SLOs and PDOs coalesce to give tangible, real world application.

**Session Outcomes – you will learn:**
- To identify various types of outcomes
- How to craft process delivery outcomes that appropriately support your SLOs
- To develop corresponding measures that demonstrate the effectiveness of the PDOs

**Core Competencies:** C4, C5, R4, R7

C7 | Using an Advising Model in Assessment: Taking an Appreciative Approach.

The collaborative, highly participatory, and human-centered nature of taking an appreciative approach to assessment helps to build conditions that promote growth and change by enhancing learning (Cockell & McArthur-Blair, 2012). Embedding concepts of equity into this process helps to ensure that the needs, voices, and experiences of different student populations are included (Montenegro & Jankowski, 2017). Building on Hutson and He’s (2016) article on appreciative assessment, based upon the principles of appreciative advising (Bloom et al., 2008), this session will provide concrete examples of how to embed the characteristics and practices of appreciative assessment into the traditional assessment cycle. Participants will leave with concrete tips on how to embed appreciative, socially just assessment into their work.

**Session Outcomes – you will learn:**
- How to translate the stages of appreciative advising to the assessment cycle.
- Ways to articulate embed appreciative approaches into each phase of the assessment cycle.
- How to feel empowered to implement appreciative assessment into their work.

**Core Competencies:** C3, C4, C6, I5, R6, R2, R4, R7
C8 | Improvement Science

The purpose of the assessment cycle is to continuously improve. The process most cited within NACADA (Maki) asks advising leaders to move from interpreting evidence, to planning based on evidence, to implementation. How do we know that the plan and the implementation is the appropriate step in addressing the findings gleaned from the assessment evidence? Improvement science offers a method for conducting tests of change (not pilots) to determine appropriate next steps for improvement. This session provides an introduction to improvement science and provides resources to begin employing this toolkit.

Session Outcomes – you will learn:
- How improvement science can integrate into the regular assessment cycle
- Problems that could be addressed using improvement science methodology
- Apply Plan, Do, Study, Act (PDSA) to address a specific advising-related problem

Core Competencies: C4, C5, I1, R4, R6, R7

C9 | Visualizing and Summarizing the Data You Collected and Analyze

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 that captures attention and provides a concise overview of assessment conclusions.

Session Outcomes – you will learn:
- How to identify key elements of good design
- Tips and tricks for selecting data to visualize
- How to choose the right type of visualization for your data
- Important components of a visually appealing report

Core Competencies: C5, I5, I6, R7

FACULTY CHATS

Join your assigned Institute Faculty and peer group throughout the event to answer questions you may have, get advice, or work on your Action Plan. You will be with the same group throughout the event, giving you the opportunity to network and establish relationships with a core group of participants.

TOPIC GROUP SESSIONS

Assessment Cycle

Need help understanding the overall assessment cycle? This Topic Group 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 topic groups.

Vision, Mission & Goals

Everything needs a starting point; the same is true with Assessment of Academic Advising. In this Topic 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 Topic 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 Topic Group you will bring your identified SLOs and continue into the actual development of the Advisor Outcomes necessary for students to achieve your SLOs.

Process Delivery Outcomes
Do you need help understanding how well your processes are being delivered? Or if your advising services could be improved? What are your expectations about the process of delivery of academic advising? This Topic Group will focus on delivery of advising services rather than student outcomes. Knowing your processes can help improve opportunities to increase student learning.

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 Topic 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 Topic 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 Topic 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.