

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:

- Understand the fundamentals of assessment
- Learn the steps in the assessment cycle
- Explore how to create a culture of assessment at your institution
- Discover how to utilize NACADA resources in your assessment program
- Learn 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:

- Identify various constituents and how they impact institutional culture.
- Discover opportunities for integrating assessment into your professional development.
- Learn how assessment can impact the day-to-day academic advising experience for students and advisors.
- Explore how assessment can influence the consistency of the academic advising experience for students.
- Understand 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 vested others 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:

- 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 | 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:

- Discover the purpose of an advising syllabus
- Explore the value a syllabus brings to you and your students
- Learn how to create an advising syllabus
- Understand how to integrate a syllabus into both your advising and assessment practices

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

C2 | 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:

- Explore socially just assessment practices in academic advising.
- Review the assessment cycle by using a critical lens and considering cultural responsiveness.
- Critically reflect on personal biases during the assessment process.
- Incorporate tenants of socially just practices throughout the assessment cycle.
- Acknowledge how assessment can help to foster equity and inclusion.

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

C3 | 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
- Discuss problems that could be addressed using improvement science methodology
- Use Apply Plan, Do, Study, Act (PDSA) to address a specific advising-related problem

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

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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:

- Recognize the value of using focus groups
- Learn how to design a focus group
- Discuss opportunities for campus-wide partnerships
- Understand how to acquire and use the data
- Discover why feedback is essential to your campus

Core Competencies: C5, I5, I6, R7

C5 | Process Delivery Outcomes/Process Benchmarking

Student learning outcomes (SLOs) are the primary focus of assessment protocols in higher education (not only for advising). However, how do you know that advising processes, policies, interactions, and behind the scenes activity help students achieve the desired SLOs? Process delivery outcomes (PDOs) and process benchmarking give you the tools to ensure your academic advising program is on track to achieve its mission and goals. This session will provide examples of PDOs and present a framework for how PDOs support student learning and other academic advising outcomes. The role of benchmarking in defining PDOs and process measures will also be explored.

Session Outcomes – you will:

- Identify academic advising processes that could be benchmarked and measured
- Craft process delivery outcomes that appropriately support your SLOs
- Develop corresponding measures that demonstrate the effectiveness of the PDOs

Core Competencies: C4, C5, R4, R7

C6 | 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:

- Identify various data collection methods.
- 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

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C7 | Turning Assessment into Action: Managing and Implementing Change Based on Assessment Findings

A necessary part of the assessment cycle is identifying and implementing changes based on the assessment findings to improve advising. How do you go from analyzing assessment results to identifying and implementing changes? This session will provide a context to understand and consider change management in light of theories about change. It will also explore the logistics of implementing change, including creating a blueprint for improvement, creating timelines, and communicating changes to interested parties. This session will consider the power of language in implementing change.

Session Outcomes – You will:

- Understand theories about change management that can be applied to your advising program.
- Critically consider logistics of implementing change and prioritizing changes.
- Create a blueprint for improvement.
- Apply strategies for creating a timeline for implementing change.
- Appreciate the importance of language in communicating with interested parties about changes.

Core Competencies: C3, R4, R7

C8 | 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 that captures attention and provides a concise overview of assessment conclusions.

Session Outcomes – you will:

- Identify key elements of good design
- Discover tips and tricks for selecting data to visualize
- Learn to choose the right type of visualization for your data
- Understand important components of a visually appealing report

Core Competencies: C5, I5, I6, R7

C9 | Using an Advising Model in Assessment: Taking an Appreciative Approach.

How can assessment practices create a human-centered and inclusive environment that supports student success? This session will explore the use of an appreciative approach to assessment, which fosters collaboration, participation, and growth while ensuring equity and fairness. Participants will examine practical ways to embed appreciative assessment practices into their work, reinforcing students' sense of belonging and affirming their place in higher education. Concrete examples and actionable tips will be provided to help integrate this approach into the traditional assessment cycle.

Session Outcomes – you will:

- Translate the stages of appreciative advising to the assessment cycle.
- Learn ways to articulate embed appreciative approaches into each phase of the assessment cycle.
- Feel empowered to implement appreciative assessment into their work.

Core Competencies: C3, C4, C6, I5, I6, R2, R4, R7

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SMALL GROUP DISCUSSIONS

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.