

ONACADA | THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

**Assessment:
Part of Your Daily Life**

**Plenary 2
2017 NACADA Assessment Institute
Daytona Beach, Florida**

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Participant Learning Outcomes

- Understand your various stakeholders and how they impact your institutional culture
- Recognize how assessment can impact day-to-day academic advising experiences for students
- Identify opportunities for integrating assessment into your professional development
- Recognize how assessment can be used in developing advisor evaluations and reward structures

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Overview of Presentation

- Stakeholders: who they are and why they are important
- Integrating assessment efforts into your daily work structure
- Students and assessment
- Assessment as professional development
- The role of assessment in advisor evaluation and reward

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Stakeholders

- Colleagues, faculty, administrators, institutional researchers, staff, students, and institutional community
- Assessment Team
- Decide how the assessment team will interact, overlap, and/or support other institutional efforts
- Encourage stakeholders on and off campus
- Continuous communication and feedback is a must!

Who Is The Assessment Team?

- The group of people that you will work with to develop and implement an assessment plan at your institution, college or department
- This is different from your stakeholders (although there will be overlap)
- Not all stakeholders will be members of the working assessment team
- The assessment team is comprised of those stakeholders who actually implement and conduct the assessment process

The Role of the Assessment Team

The assessment team:

- works to identify those descriptive, inferential, qualitative, quantitative, and evaluative methods to be utilized
- decides how these methods will be implemented and utilized relevant to the program mission, goals, and desired outcomes
- determines the timing of these measurements
- identifies the parties responsible for collecting and analyzing the data
- determines the reporting of results and actions taken based upon the resulting data
- works with the identified stakeholders to promote the process and build a culture for assessment for your advising program

Key Considerations When Forming Your Assessment Team

- Skills/knowledge/expertise needed
- Personalities needed
- Structure of your institution
- Political climate at your institution
- Ideal size of your team

Stakeholder Involvement

- Pre-assessment
- Establishment of vision, mission, goals, and outcomes
- Planning for assessment
- Development of a shared definition and philosophy of academic advising and assessment
- Identification of assessment criteria and methodology
- Implementation
- Reporting of results
- Facilitating change

Benefits of a Collective and Collaborative Process

- Building of a shared trust
- Building of a shared motivation
- Building of a shared language
- Building of support for academic advising institutionally-wide
- The result is a shared ownership and belief in the process

Exercise 1

- Identify Your Stakeholders
- Identify Your Assessment Team

Assessment as Part of Everyday Activities

- Embed assessment methods into existing services
 - Include homework “assignments” for students to complete for next meeting (e.g., developing a tentative schedule, listing remaining required courses, bringing a degree audit printout, etc.)
 - Extract examples of achievement of desired outcomes from current student artifacts (e.g., advisors’ ratings of students’ communications of knowledge during advising meetings)
 - Student advising portfolios of demonstrations of learning/achievement of desired SLOs

Assessment as Part of Everyday Activities

- Information from Institutional Research, Admissions, Registrar, etc. can provide tracking data, GPAs, retention rates, and other information you can utilize as assessment data
- Get on institutional assessment calendar
- Include assessment as agenda item on every departmental/center meeting agenda
- Schedule weekly or bi-weekly time to work on assessment

Assessment as Part of Everyday Activities

- Focus on no more than 2 outcomes per assessment cycle
- Have a “themed” assessment cycle so advisors and assessment team are focused on collecting the same specific outcome data
- Coordinate your efforts with other assessment efforts across your institution
- Have your assessment of advising group/team be a sub-group of an institutional assessment group

Exercise 2

Identify One Existing Advising Activity
That Could be Measured as Part of Your
Assessment

Identify One Existing Institutionally-Gathered Datum
That Could Be One of Your Outcome Measures

Students and Assessment

- Share desired outcomes for academic advising with students (advising syllabus, web site, scoring rubrics, etc.)
- Inform students of importance of any advising homework they are assigned
- Use required assignments for classes to collect assessment data (First-year seminar, study skills courses, etc.)
- Student advising portfolios

Creating Consistency

- Advisors and advising materials focus on student learning outcomes
- Advisors are “teaching” from the same advising curriculum
- Students are being assigned similar advising homework
- The language of advising is focused on learning and inquiry

Impact on the Day-to-Day Experiences of Students

- Creates similar advising experiences for all students
- Provides clear expectations for students – helps them understand their role
- Creates active student involvement in their advising experience
- Gives students an opportunity for their voices to be heard

Impact on the Day-to-Day Activities of Advisors

- Provides clear expectations for advisors – helps them understand their role outside of the job description
- Helps advising practitioners understand What, How, and Why
- Encourages involvement in achieving the mission
- Creates ongoing conversations
- Embeds professional development in the daily practice of advising
- Empowers advisors

Impact on the Day-to-Day Activities of the Advising Administrator

- Team focused on Vision, Mission, and Goals
- Focused conversations
- Provides clarity of roles
- Available and understandable data
- Empowers decision-making
- Identifies specific needs for professional development
- Builds team and partnerships

Assessment as Professional Development

- Identifying formal development opportunities to focus on assessment demonstrates a local and institutional commitment to assessment
- In order for advisors to meet required process and delivery outcomes that lead to achievement of desired SLOs, they must receive training and development
- Scoring rubrics, advising syllabi, even advising evaluation items can be used to communicate expectations

Assessment as Professional Development

- Include not only that assessment is important and occurring, but also provide development on how to interpret and act upon assessment data
- Make advisor development re: assessment an important part of new faculty and staff training; in time, all faculty and staff will have received this training
- Continued advisor development and training on assessment is a must!

Role of Assessment in Advisor Evaluation and Reward

Assessment or Advisor Evaluation?

	Assessment	Evaluation
Focus	<i>Programmatic</i>	<i>Individual</i>
Processes	<i>Continuous, Imbedded</i>	<i>Episodic</i>
Measures	<i>Desired Outcomes</i>	<i>Individual effectiveness</i>
		<i>Part of assessment</i>

Role of Assessment in Advisor Evaluation and Reward

- Use the identified SLOs to define and communicate advisor expectations (PDOs) to be completed during advising sessions
- Individual advisor evaluations can be developed based on these expectations of advisors
- Allow advisors to include their assessment data in their documented evaluation

Role of Assessment in Advisor Evaluation and Reward

- Include participation in assessment efforts as professional and scholarly work in considerations for review, promotion, merit, and/or tenure
- Create recognition opportunities for advisors
- Showcase good advising using assessment data

Bonus: Gaining Buy-In for Assessment

- Map the political terrain
- Consider all stakeholders
- Include 'naysayers' from start; use their ideas/make it their idea
- Present literature that supports your plan
- Strategically communicate how your plan can benefit those you want to buy-in (cost-benefit analysis)

Bonus: Gaining Buy-In for Assessment

- Communicate how it will benefit students
- Empathize with those you are trying to convince
- Have official proposal in hand ready to present
- Include peer "champions" in grass-roots efforts
- Get a "first follower" to start the process
- Bring key players to assessment institutes, etc.

Bonus: Gaining Buy-In for Assessment

- Demonstrate the fiscal worth of advising with your plan
- Identify key ways in which your plan and its outcome can serve as a marketing piece
- Grass-roots rather than top-down
- Include your administrative assistants/staff in any changes

Bonus: Gaining Buy-In for Assessment

- Student involvement - students' opinions tend to get attention; also important for peer-to-peer buy-in
- Get faculty involved - important for peer-to-peer buy-in
- Get administration involved - important for peer-to-peer buy-in
- Educate others on your roles relevant to theirs (helps reduce perceived threats)

Bonus: Gaining Buy-In for Assessment

- Establish relationships by sitting on committees, attending events, inviting others for lunch, etc.
- Start with assessment of an outcome you anecdotally know is being met
- Map your efforts to the CAS Standards for Academic Advising
- Map your efforts to your institutional learning goals for students
- Map your efforts to your institutional mission

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