Assessment: Creating a Culture of Success

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WHAT ARE ACADEMIC ADVISING VALUES?

- What is considered important in regards to academic advising?

Example:

Academic Advising at ____ is committed to providing timely, accurate and intentional advising. We honor the unique interests of each student and provide services and delivery to fit our diverse student needs. We offer a relationship grounded in reciprocity and ethic of care in order to engage students in a process of meaningful self-reflection.

I am a...

- Counselor
- Confidante
- Librarian
- Custodian
- Psychic
- Doctor
- Politician
- Party Planner
- Decorator
- Detective
- News Reporter
- Secretary
- Dietician
- Comedian
- Photographer
- Police Officer
- Banker
- Travel Agent
- Teacher
- Advisor
Stakeholders
Who needs to be involved in your process?

Higher Education is...

Strengthening Institutional Performance and Accountability
Intentional, purposive, and relevant to deliberate questions important to stakeholders
Evidence requires interpretation, integration, and reflection in order to act responsibly
What is assessment?

A process of identifying, gathering, and interpreting information from multiple sources in order to develop a deep understanding of what students and advisors should know, do, and value as a result of their exposure to academic advising.

NACADA Cycle of Assessment

ASSESSMENT FLOW CHART

FLOW CHART OF STEPS IN THE ASSESSMENT OF ACADEMIC ADVISING (DARLING, 2005, 2010)

- Values, Vision, Mission, Goals, Programmatic Outcomes
- Process/Delivery Outcomes
- Student Learning Outcomes
- Mapping the Experience
- Gathering Evidence (Multiple Measures)
- Acting on Results
- Start it over again
**Work Group: Vision, Mission, and Goals**

**WHAT IS YOUR VISION FOR ACADEMIC ADVISING?**

- What do you aspire for the future of academic advising on your campus and in higher education?

- A statement that publically declares the future goals of academic – what you hope to achieve if you successfully fulfill your mission.

  Example:
  
  Academic Advising at _____ aspires to be a vehicle of student success, an integral and vibrant component of campus-wide commitment.

**MISSION STATEMENT OF ADVISING**

- The statement that reflects the purpose of academic advising on campus or in an advising unit, serves as the institutional roadmap toward vision inspired goals, and affirms values of academic advising.

  Example:
  
  Grounded in the liberal arts tradition, academic advising at _____ is an intentional, collaborative teaching and learning process between advisors and students to facilitate student engagement and responsibility for their educational goals.

**Components of a Mission**

- Reflects program purpose
- Reflects institutional mission
- Serve as a roadmap
- Affirm Values
- Clear & Concise
- Repeatable
- Sustainable

**GOALS & PROGRAMMATIC OBJECTIVES**

- Goals & Objectives – what individual and programs strive to achieve

  They have general intentions, may be intangible and immeasurable, and span a longer time frame.
Example:

It is our goal to provide an advising program that is reflective of students’ developmental needs.

For your work group, bring your…

- Institution’s (college or departmental) vision, mission, and goals statements;
- Current assessment plan (for those who started somewhere else!);
- Enthusiasm for aspirational thinking (vision statement) and practical knowledge of the daily work of your unit (mission and goals statements).

Work Group: Student Learning Outcomes

What will students learn?

**Cognitive**

What so we want students to **KNOW** as a result of participating in advising?

**Skill/Psychomotor**

What so we want students to **DO** as a result of participating in advising?

**Affective**

What so we want students to **VALUE or APPRECIATE** as a result of participating in advising?
Your work group will …

- Examine advising as teaching
- Identify what students should learn
- Examine expectations of developmental learning
- Discuss shared advising partnership, and
- Develop clear and intentional outcomes

It is helpful for participants to have the vision, mission, and goals of your advising program.

Work Group: Advisor & Process/Delivery Outcomes

Articulate the expectations for how academic advising is delivered and what information should be delivered.

**Advice to Young Teachers**

"The best advice I can give to a young teacher, is to realize that students will probably forget most of what you say but not how it made them feel."
Your work group will …

- Define outcomes
- Apply outcomes to your program

You will need to have:
- Identified mission, vision, & goals
- Identified SLOs
- Understanding of NACADA resources

WORK GROUP: MAPPING

The process of determining when, where, and through what experiences the outcomes for advising will be accomplished over the student’s academic career.

Your work group will …

- Identify where learning opportunities exist
- Establish deadlines for achieving outcomes
- Examine how the outcome is met

You will need to have:
- Identified mission, vision, & goals
- Identified SLOs and/or ADOs
• The multiple measures utilized should vary in type
  • Qualitative
  • Quantitative
  • Direct
  • Indirect

• This will help to insure the validity of the results of any single measure

Minimum Criteria for Outcomes

• Number and/or % of students exhibiting a specific learning performance
• Advisor rating of specific aspects of the advising process
• Student rating of specific aspect of advising process
  And more....

The timing of measurement will depend on the mapping of each desired outcome

Using existing measures, developing measures, administering measures, and other information regarding measures to inform whether outcomes have been met are the topics of the work group “Exploring and Developing measures for Assessment”
Your work group will cover...

- Initial Considerations: The Importance of Multiple Measures
- Types of Outcome Measurement Data (Qualitative, Quantitative, Direct, Indirect)
- Examples of Additional Resources
- Dangers of Satisfaction Surveys
- Importance of Institutional Data
- Assigning Minimum Criteria/Thresholds for Success
- Examples of Completed Outcome Assessment Matrices
- Use of Technology

Work Group: Interpreting, Analyzing and Reporting Results

Acting upon the results or findings is important. Action includes:
- Developing reports and presentations
- Communicating the findings to institutional colleagues
- Identifying change from these data
- Re-evaluating and continuing the assessment cycle

How, With Whom, and When

Path to Value

Your work group will need...

- Completed mission, outcomes, and measures
- Delineation of multiple audiences to whom you will be reporting your results
- The data you have collected
Your work group will cover...

- Building Buy-in at your Institution
- Creating an Assessment Council/Committee/Advisory Board/Commission
- Developing an Agenda/Priorities Based on Assessment Outcomes
- Reinforcing the Daily Practices of Assessment
- Internal and External Funding: Putting the Assessment Cycle into Resource Planning
- Marketing Success and Reporting
- Research Agenda/Publications, Scholarships and Awards

What Do Accreditation Bodies Expect?

**Quality Assurance Improvement Process Evidence**

- Recognized
- Responsibility
- Promotes institutional accountability
- Increased-earning-potential
- Protection-from-fraudulent-diploma
- Ensures quality
- Promoting-excellence-in-education
- Trusted
- Consistent
- Quality-assurance
- Academic-standards
- Integrity
- Honesty
- Reliable
- Educational-accountability
- High-standards
- Adherence

Source: Council for Higher Education Accreditation
Accreditation Evaluation Areas

- Faculty & Staff
- Curriculum
- Finances & Facilities
- Student Support Programs
- Student Learning Outcomes

Accreditation & Advising: Standards

- Organization, Leadership, HR
- Ethics/Governance
- Equity & Access
- Resources: Financial, Technological, Facilities
- Assessment & Evaluation

Accreditation vs. Assessment

- Point in Time
  - Primary Focus: External Constituents
  - Standards: External
    - Formal
- Continuous Improvement
  - Primary Focus: Internal Constituents
  - Standards: Internal & External
    - Informal & formal

Avoiding Accreditation Anxiety

- Developing Strong SLOs
  - Using Data to Improve Program
- Just One More Constituent Group
Higher Education Expectations

Funding Pressures
- Program Spending
- Staffing/Salaries
- ROI

Retention & Persistence
- Correlation between quality advising & retention/persistence
- Causation tougher to demonstrate
- Maintaining program numbers

Student Services Integration
- Advising and
  - Tutoring
  - Coaching
  - Orientation
  - Recruiting/Admissions
  - Probation/Dismissal/Reinstatement
  - Etc.
Higher Education Expectations & Assessment

- Defined outcomes (esp. SLOs)
- Intentional, thoughtful data collection
- Data informs decision-making
- Data analysis improves programs

Tools to Develop an Assessment Plan

- Institutional/College Vision, Mission, Goals
- Assessment Institute Session Guide
- NACADA Core Values
- NACADA Concept Statement of Academic Advising
- CAS Standards

Core Values of Academic Advising

- Provides professional guidelines and responsibilities
- Serves as a reference point to consider advising philosophy, theory, strengths, and professional development
- Outlines expectations of advisors and establishes a foundation to set priorities

NACADA Concept Statement

- Affirms that:
  - Academic advising is integral to higher education
  - NACADA Core Values and CAS Standards are critical
  - Academic advising is a form of teaching
CAS Standards for Academic Advising (Council for the Advancement of Standards)

-- 41 Professional Organizations – student oriented functions
-- Promotes improvement of programs/services
-- Provides Higher Education practitioners and leaders with tools for assessing:
  - Effectiveness - Student learning - Outcomes

Academic advising programs must...

• Promote student learning & development
• Consist of purposeful outcomes
• Contribute to students’ realization of their potential
• Prepare students for satisfying & productive lives
• Identify relevant and desirable student learning & development outcomes

Academic Advising must be...

• Intentional
• Guided by theory
• Integrated
• Reflective
• Responsive
• Varied
• Responsive

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OPPORTUNITIES TO EXPLORE ASSESSMENT PLANNING:

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We want to hear from you!

Please tell us about our session - Your thoughts and opinions help shape future NACADA Institutes!

To rate this session visit: PollEv.com/institutefac2

This evaluation will be open until 10:00 p.m. tonight only