

ASSESSMENT INSTITUTE – SESSION ABSTRACTS

PLENARY SESSIONS

Assessment – Creating a Culture of Success

Have you been tasked with creating or updating your advising plan by your institution, or accreditation body? Join us for this first plenary session as we tap into the fundamentals of assessment, look at what accrediting bodies want from assessment, how NACADA resources support assessment efforts and how recent changes in higher education make assessment more important now than ever. We will also review the Institute structure and how you can get the most out of the Institute.

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.

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, 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. We will conclude this session with a celebration of your participation.

CONCURRENT SESSIONS

Using NACADA Pillar Documents as a Foundation for Student Learning Outcomes and Program Assessment for Academic Advising

You've heard about them, you know they are important to advising and student success, but have you had the chance to learn how to incorporate them in your assessment practices? We will take a look at the three pillar documents NACADA recommends and how you will use these documents in developing your assessment plans and processes: NACADA's Concept of Academic Advising, the Core Values of Academic Advising, and the Council for the Advancement of Standards (CAS) for Academic Advising Programs.

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.

Developing a Student Satisfaction Survey

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. The Student Satisfaction Survey is one of many assessment tools advisors can implement to tap into the pulse of the student population. This session will take you through the basics of developing the survey to how to use the data to improve the student experience.

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.

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.

Advisor Evaluation – Beyond the Student Satisfaction Survey

An advisor's performance cannot be based solely on how a student feels when s/he comes in or leaves an office. There is more to being an advisor than making everyone happy. In this session we will look at how to evaluate professional performances as a whole, from student satisfaction to competencies, outcomes and process delivery.

Mechanics and Ethics of Reporting Data

Don't be afraid of the data! Assessment can provide you with both positive and negative results. Developing a transparent process to gather, analyze and report your results can only benefit your program. In this session we will discuss the ethics behind true-data reporting, how the negative can create a positive and how you can create an environment open to change through reporting the data.

WORK GROUP SESSIONS

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 learning outcomes 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.