ASSESSMENT: CREATING A CULTURE OF SUCCESS

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NACADA Assessment Institute 2019

OVERVIEW OF THE SESSION

• Creating a culture of assessment
• What is assessment?
• Why do assessment of advising?
• Overview of the assessment cycle
• Accreditation and assessment
• How changes in higher education impact advising and assessment
• NACADA Pillar Documents to support assessment
• Explanation and overview of workgroups

Creating a culture of assessment involves:

- Commitment
- Culture
- Curiosity
- Capacity
CREATING A CULTURE OF ASSESSMENT

- Commitment
  - Support from everyone
  - Shared value
- Capacity
  - Resources
  - Stakeholders
- Curiosity
  - Interest in knowing what students are learning

WHAT IS ASSESSMENT?

In a way, good assessment is teaching to the test. Assessment is part of a process that identifies what we want students to learn, provides them with good opportunities to learn those things, and then assesses whether they have learned those things.

- Suskie, 2009

WHAT IS ASSESSMENT?

Assessment processes provide an opportunity for institutions to ensure that significant learning is the core experience a student has when engaged in academic advising. Keeping student learning as the central focus is the foundation of creating a culture of academic advising focused on continuous improvement.

- Zarges, Adams, Higgins & Muhovich, 2018
WHAT IS ASSESSMENT?
Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning.
- Huba and Freed, 2000

PURPOSE OF ASSESSMENT
Assessment is intended to be a positive process, yet connotations are often negative.
The focus has often been on accountability to the exclusion of improvement.

PURPOSE OF ASSESSMENT
Measure the impact on learning
Enhancing the student experience
Program improvement
Program accountability
Program effectiveness

“...a lack of assessment data can sometimes lead to policies and practices based on intuition, prejudice, preconceived notions, or personal proclivities – none of them desirable bases for making decisions”
-Upcraft and Schuh, 2002
PURPOSE OF ASSESSMENT

Why are you here?

ASSESSMENT IS ...

Focused on measuring outcomes
Gathering data/Evidence driven
Ongoing cycle
Complex process of comparison
Always Imprecise

ASSESSMENT IS NOT ...

Episodic
Just about measurement
Easy or quick

Solely an administrative process
Evaluation of individual performance

"Your evaluation is based on the next 30 seconds. Go!"

ASESSMENT OF ADVISING:
FOCUS ON OUTCOMES

NOT: is the student happy?
BUT: did we achieve the intended outcomes?
ASSESSMENT OF ADVISING: FOCUS ON OUTCOMES

ASSESSMENT CYCLE

Maki, 2002

ASSESSMENT FLOW CHART

ASSESSMENT CYCLE

• Where do you want to start?
• What do you hope to accomplish?
HIGHER EDUCATION IS ...

ADVISING & STUDENT SUCCESS

NATIONAL RETENTION RATES

Figure 1. Percentage of first-time, full-time degree-seeking undergraduates retained at 2- and 4-year degree-granting institutions, by institution level, control of institution, and acceptance rate: 2014 to 2015
**NATIONAL GRADUATION RATES**

- Figure 3. Graduation rate within 150 percent of normal time (within 6 years) from first institution attended for first-time, full-time bachelor’s degree-seeking students at 4-year postsecondary institutions, by acceptance rate of institution: Cohort entry year 2009

**BARRIERS TO STUDENT SUCCESS**

**Social Barriers**
- Don’t live on campus
- Less likely to participate in events/activities
- Perceive faculty as distant
- Less likely to consider students as friends

**Academic Barriers**
- Low educational aspirations
- More likely to be academically prepared
- Low grades (GPA)
- Limited use of support services, library, online forum, etc.
- Less likely to consider students as friends

**Financial Barriers**
- Cost of studies
- More likely to meet employment obligations than academic obligations
- Likely to have additional financial commitments
- Perceive faculty as distant
- Less likely to consider students as friends

**Cultural Barriers**
- Less likely to identify college as necessary to achieving goals
- Only 50% identify their parents as supportive of their decision to attend college

**ACCREDITATION**

**WHY DOES IT MATTER?**

**ACCREDITED**

<table>
<thead>
<tr>
<th>Accreditation</th>
<th>Assessment</th>
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<tr>
<td>Point in time evaluation process</td>
<td>Continuous process of assessment and evaluation</td>
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<tr>
<td>Primary focus – external constituent</td>
<td>Primary focus: internal and external constituents</td>
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<tr>
<td>Standards: Universal/General of the institution are examined</td>
<td>Standards: Universal/General and individualized needs examined</td>
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<tr>
<td>Formal reporting</td>
<td>Formal &amp; informal reporting</td>
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NACADA CONCEPT STATEMENT

Affirms that:
- Academic advising is integral to higher education
- NACADA Core Values and CAS Standards are critical
- Academic advising part of the learning and teaching mission of the institution

NACADA CORE COMPETENCIES

CAS STANDARDS FOR ACADEMIC ADVISING

(Council for the Advancement of Standards)
- Promotes improvement of programs/services
- Provides Higher Education practitioners and leaders with tools for assessing:
  - Effectiveness - Student learning - Outcomes

CAS STANDARDS

- Academic Advising must be...
  - Intentional
  - Guided by theory
  - Integrated
  - Reflective
  - Responsive
  - Varied
  - Responsive

• CAS Standards for Academic Advising Programs, 2013
CAS STANDARDS
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

• CAS Standards for Academic Advising Programs, 2013

ASK YOURSELF...
Do I need to understand how the pieces fit together to move forward?

WORK GROUP: ASSESSMENT CYCLE
YOUR WORK GROUP WILL...

Examine each component of the assessment cycle. This will be helpful for those new to assessment.

After attending this session, you will:
- Recognize assessment terminology
- Identify assessment cycle components
- Understand how the components of the assessment cycle works together
- Identify the work group(s) you will attend during the Institute

WHAT TO BRING:
- Questions!
- Institutional mission, vision, goals, and outcomes
- Department/office/area materials such as mission, vision, goals, and outcomes

WORK GROUP: MISSION, VISION AND GOALS

Mission

Vision

Goals

VISION STATEMENT FOR ADVISING

- What is your vision for academic advising?
- What do you aspire to be on your campus?
- How does your vision fit in and contribute to higher education?

**Vision is:** A statement that publically declares the future goals of academic advising and 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

What is your mission statement?

Mission is: The statement that reflects the purpose of academic advising on your campus or in your unit.
• Mission serves as a roadmap toward vision-inspired goals.
• Mission affirms the value and role of academic advising.

Academic advising at _______ is an intentional, collaborative teaching and learning process between advisors and students to facilitate student engagement and responsibility for educational goal attainment.

GOALS & OBJECTIVES

What are your goals?

Goals & Objectives are: what individuals and programs strive to achieve

YOUR WORK GROUP WILL...

Focus on creation or development of:
✓ vision
✓ mission
✓ goals

Bring your resources:
✓ Institution (and/or college) vision, mission and goal statements
✓ Current assessment plan (if any)
✓ Intent to engage in creative, higher-level thinking (aspirations and vision)
✓ Practical knowledge of your day-to-day operations (mission and goals)

WORK GROUP: STUDENT LEARNING OUTCOMES

Statements of what a learner knows, understands and is able to do upon completion of a learning program, and which learning outcomes are defined as...
What do you want students to...

**DO**
- **KNOW**
  - Requirements of degree program
  - The name of their advisor
  - Understand the purpose of advising

**VALUE**
- Value general education requirements
- Appreciate the advising relationship

**APPRECIATE**
- 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 OUTCOMES

Ensuring advisors know, can do, and/or value the things that will lead to success

ADVISOR OUTCOMES

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

ADVISING IS TEACHING

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.

**MAPPING**

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 Student Learning Outcomes and/or Advisor Outcomes
WORK GROUP: EXPLORING AND DEVELOPING MEASURES FOR ASSESSMENT AND INTERPRETATION OF DATA

YOUR WORK GROUP WILL COVER
- The cycle of outcomes, mapping and measurement
- Types of measurements
- Examples of existing measurements
- Importance of multiple measures
- How to interpret data to make decision

YOUR WORK GROUP WILL NEED:
- Mission, vision, & goals
- Student Learning Outcomes and/or Advisor Learning Outcomes
- Mapping strategy
- The data you have collected

WORK GROUP: IMPLEMENTING & SUSTAINING
YOUR WORK GROUP WILL COVER:

• Generating Buy-in/Establishing Priorities
• Reinforcing Daily Assessment Practices
• Reporting/Sharing Results & Securing Funding
• Establishing a Celebratory System

YOUR WORK GROUP WILL NEED:

• Completed mission, goals, and outcomes,
• Delineation of multiple audiences (stakeholders) to whom you will be reporting your results
• The analyzed data you have collected

HOW, WITH WHOM, AND WHEN

Path to Value

Action Plan
for Modifications in the Classroom
OPPORTUNITIES TO EXPLORE ASSESSMENT PLANNING:

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