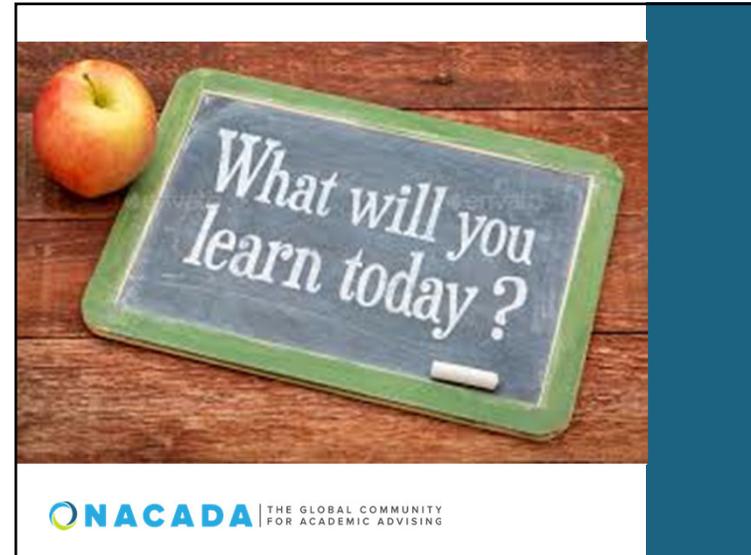


ASSESSMENT: CREATING A CULTURE OF SUCCESS

Tomarra Adams, Spalding University
Kathy Zarges, Kent State University
NACADA Assessment Institute 2019

© 2019 NACADA: The Global Community for Academic Advising

The contents of all material in this presentation are copyrighted by NACADA: The Global Community for Academic Advising, unless otherwise indicated. Copyright is not claimed as to any part of an original work prepared by a U.S. or state government officer or employee as part of that person's official duties. All rights are reserved by NACADA, and content may not be reproduced, downloaded, disseminated, published, or transferred in any form or by any means, except with the prior written permission of NACADA, or as indicated below. Members of NACADA may download pages or other content for their own use, consistent with the mission and purpose of NACADA. However, no part of such content may be otherwise or subsequently be reproduced, downloaded, disseminated, published, or transferred, in any form or by any means, except with the prior written permission of, and with express attribution to NACADA. Copyright infringement is a violation of federal law and is subject to criminal and civil penalties. NACADA and NACADA: The Global Community for Academic Advising are service marks of the NACADA: The Global Community for Academic Advising.

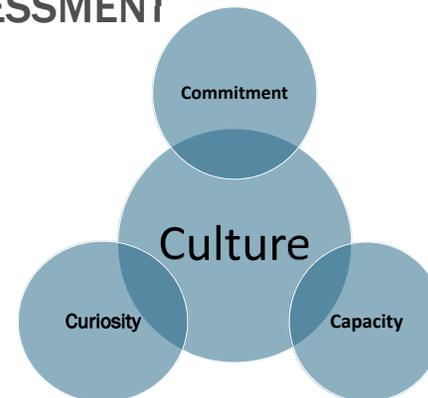


OVERVIEW OF THE SESSION

- 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



CREATING A CULTURE OF ASSESSMENT

Commitment

- Support from everyone
- Shared value

Capacity

- Resources
- Stakeholders

Curiosity

- Interest in knowing what students are learning

 **NACADA** | THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

CREATING A CULTURE OF ASSESSMENT

Consisting of more than isolated cells of activity, assessment becomes an institutional way of behaving, an institutional rhythm involving educators within and outside the institution in examining evidence of student learning ...



-Maki, 2010

 **NACADA** | THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

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



 **NACADA** | THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

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

 **NACADA** | THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

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 of advising

PURPOSE OF ASSESSMENT



PURPOSE OF ASSESSMENT

“...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

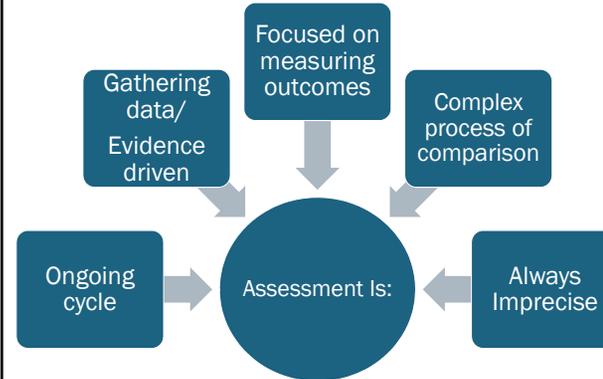


PURPOSE OF ASSESSMENT

Why are you here?



ASSESSMENT IS ...



ASSESSMENT IS NOT ...

Episodic

Just about measurement

Easy or quick

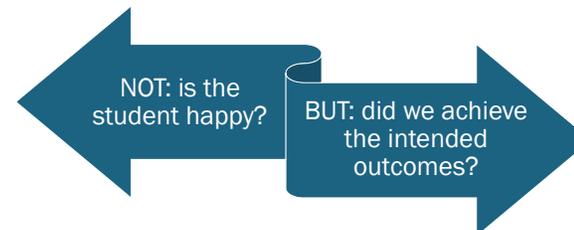
Solely an administrative process

Evaluation of individual performance



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

ASSESSMENT OF ADVISING: FOCUS ON OUTCOMES



ASSESSMENT OF ADVISING: FOCUS ON OUTCOMES

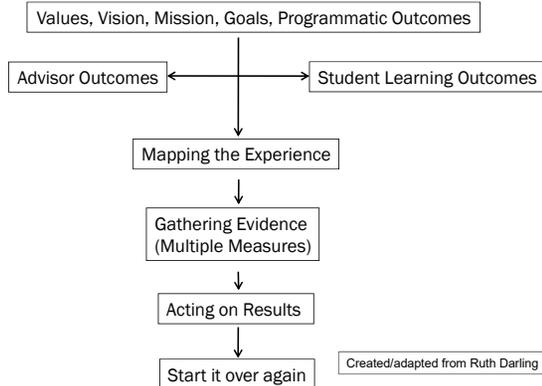


ASSESSMENT CYCLE



Maki, 2002

ASSESSMENT FLOW CHART



ASSESSMENT CYCLE

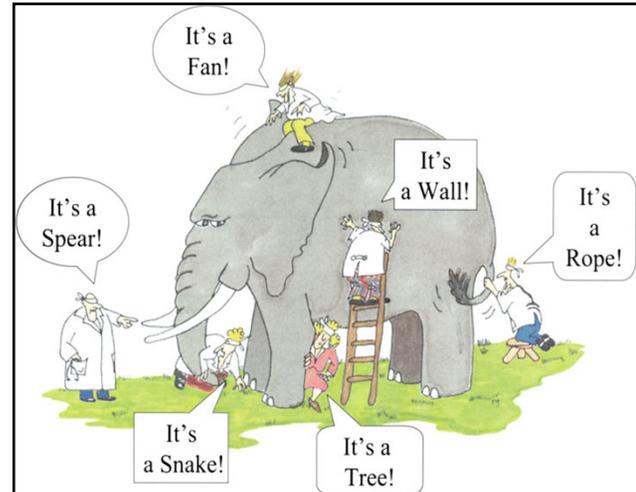
- Where do you want to start?
- What do you hope to accomplish?



HIGHER EDUCATION IS ...

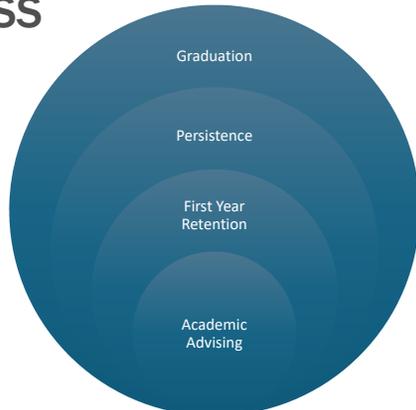


ONACADA | THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING



ONACADA | THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

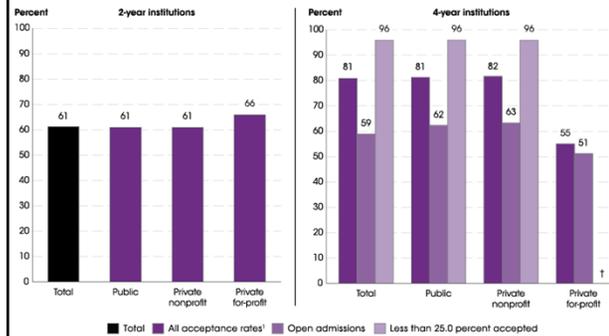
ADVISING & STUDENT SUCCESS



ONACADA | THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

NATIONAL RETENTION RATES

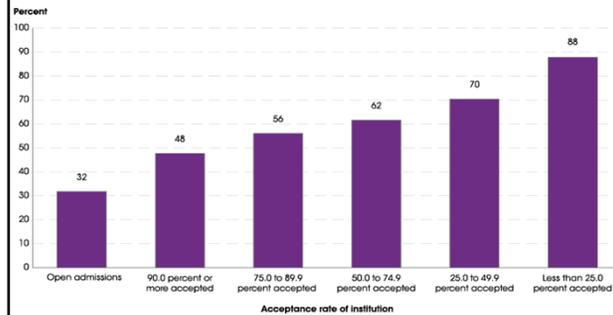
Figure 1. Percentage of first-time, full-time degree-seeking undergraduates retained at 2- and 4-year degree-granting institutions, by institution level, control of institution, and acceptance rate: 2014 to 2015



ONACADA | THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

NATIONAL GRADUATION RATES

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



ONACADA | THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

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

ONACADA | THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

ACCREDITATION

WHY DOES IT MATTER?



ONACADA | THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

Accreditation

Point in time evaluation process

Primary focus – external constituent

Standards: Universal/General of the institution are examined

Formal reporting

Assessment

Continuous process of assessment and evaluation

Primary focus: internal and external constituents

Standards: Universal/General and individualized needs examined

Formal & informal reporting

ONACADA | THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

SCHOLARLY ADVISING

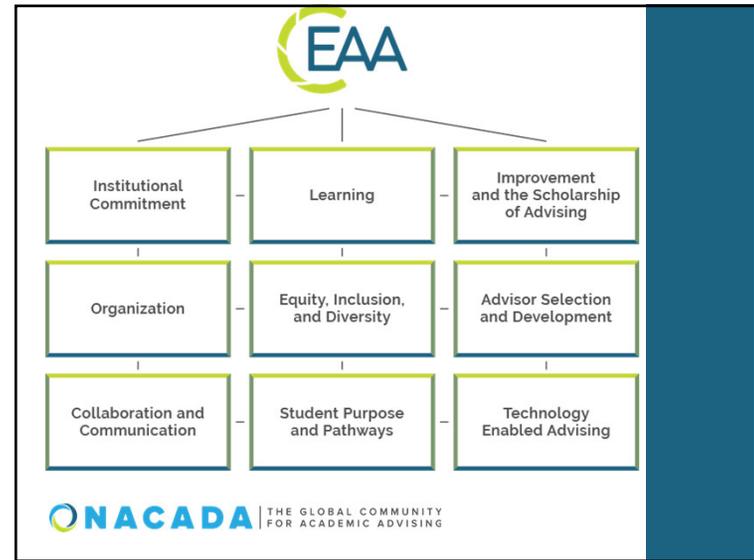
Faculty Advising Examined
Enhancing the Potential of College Faculty as Advisors
Gary L. Kramer, Editor

Academic Advising Approaches
Strategies That Teach Students to Make the Most of College
Jayne K. Driskle, Peggy Jenkins, Monita A. Miller, EDITORS

Academic Advising
A Comprehensive Handbook
SECOND EDITION
Virginia N. Gordon, Wesley R. Hally, Thomas J. Gates and Associates

the mentor
an academic advising journal

ONACADA | THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING



NACADA TOOLS AND RESOURCES

- NACADA Core Values
- NACADA Concept Statement of Academic Advising
- NACADA Core Competencies
- CAS Standards
- NACADA Clearinghouse
- Assessment Institute Session Guides

ONACADA | THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

NACADA CORE VALUES OF ACADEMIC ADVISING

ONACADA | THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

RESPECT
Respect is the foundation of all relationships. It is the acknowledgment of the worth and dignity of every individual, and the recognition of the rights and responsibilities of all stakeholders.

PROFESSIONALISM
Professionalism is the commitment to high standards of practice, ethics, and continuous learning. It involves the use of evidence-based practices and the pursuit of excellence in all aspects of academic advising.

INCLUSIVITY
Inclusivity is the practice of creating a welcoming and supportive environment for all students, regardless of their background, abilities, or needs. It involves recognizing and valuing the unique experiences and perspectives of every individual.

EMPOWERMENT
Empowerment is the process of enabling students to take ownership of their learning and development. It involves providing students with the resources, support, and encouragement they need to succeed.

COMMITMENT
Commitment is the dedication to the role of academic advisor and the pursuit of the best interests of students. It involves being present, engaged, and responsive to the needs of the students you serve.

INTEGRITY
Integrity is the adherence to ethical principles and the promotion of honesty and transparency. It involves being fair, consistent, and accountable in all interactions.

CARING
Caring is the expression of empathy, compassion, and concern for the well-being of students. It involves listening actively, showing genuine interest, and providing support and encouragement.

ONACADA | THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

NACADA CONCEPT STATEMENT

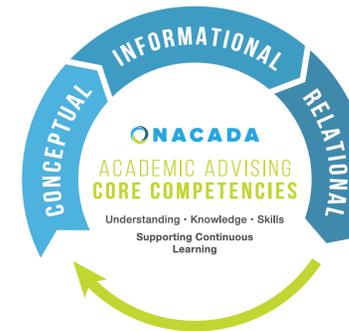
Affirms that:

- 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 | THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

NACADA CORE COMPETENCIES



NACADA | THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

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*



NACADA | THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

CAS STANDARDS

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

• CAS Standards for Academic Advising Programs, 2013

NACADA | THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

CAS Council for the Advancement of Standards in Higher Education

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

 NACADA | THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

 CAS | Council for the Advancement of Standards in Higher Education



what to expect

 NACADA | THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

ASK YOURSELF...

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

 NACADA | THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

WORK GROUP: ASSESSMENT CYCLE



 NACADA | THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

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



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*?

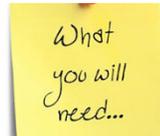
Goals & Objectives are: what individuals and programs strive to achieve



YOUR WORK GROUP WILL...

Focus on creation or development of:

- ✓ vision
- ✓ mission
- ✓ goals

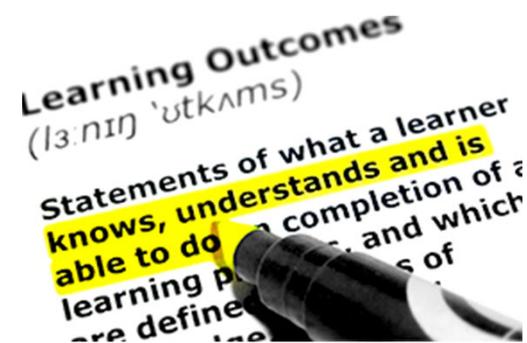


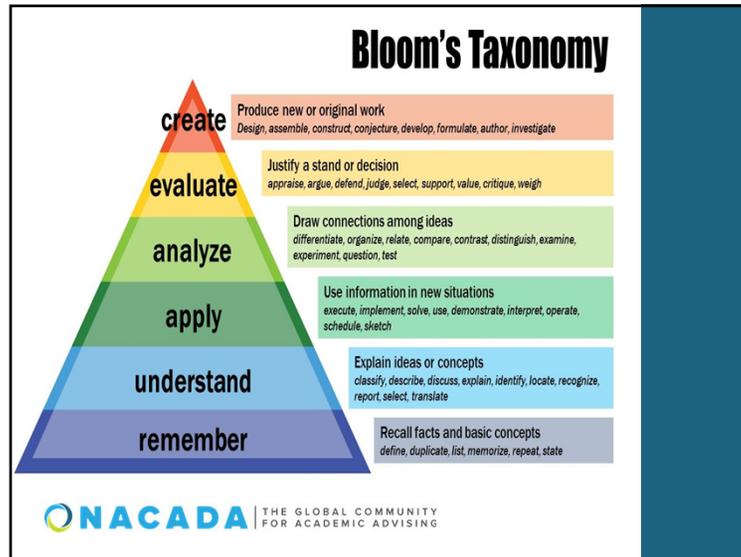
Bring your resources:

- ✓ 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





What do you want students to...

DO
KNOW
VALUE
APPRECIATE

ONACADA | THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

This is an example ☐

- **Do:**
 - Participate in informational interviews
 - Run a degree audit
 - Register for classes
- **Know:**
 - Requirements of degree program
 - The name of their advisor
 - Understand the purpose of advising
- **Value/Appreciate:**
 - Value general education requirements
 - Appreciate the advising relationship

ONACADA | THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

YOUR WORK GROUP WILL...

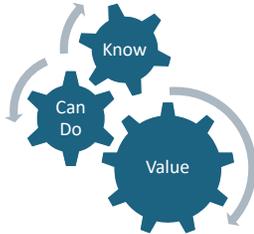
- Examine advising as teaching
- Identify what students should learn
- Examine expectations of developmental learning
- Discuss shared advising partnership, and
- Develop clear and intentional outcomes

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

ONACADA | THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

WORK GROUP: ADVISOR OUTCOMES

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



ONACADA | THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

ADVISOR OUTCOMES

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



ONACADA | THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

ADVISING IS TEACHING



"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."



ONACADA | THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

YOUR WORK GROUP WILL...

- Define outcomes
- Apply outcomes to your program

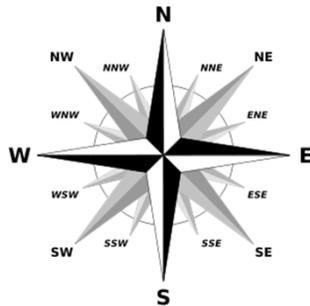
You will need to have:

- Identified mission, vision, & goals
- Identified SLOs
- Understanding of NACADA resources



ONACADA | THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

WORK GROUP: MAPPING



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

Connection between advising and learning

Expectations of students to advising practices

Checks and balances

Communicate with stakeholders

YOUR WORK GROUP WILL...

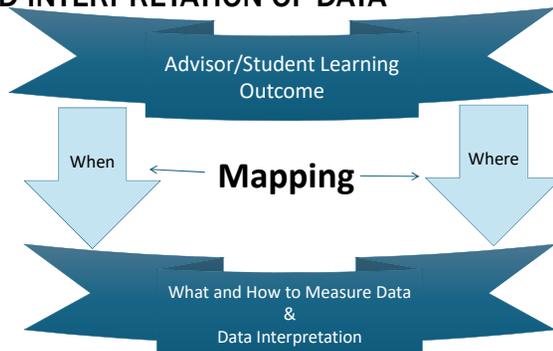
- Identify where learning opportunities exist
- Establish deadlines for achieving outcomes
- Examine how the outcome is met

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



ONACADA | THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

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

ONACADA | THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

YOUR WORK GROUP WILL NEED:

Mission, vision, & goals

Student Learning Outcomes and/or Advisor Learning Outcomes

Mapping strategy

The data you have collected



ONACADA | THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

WORK GROUP: IMPLEMENTING & SUSTAINING



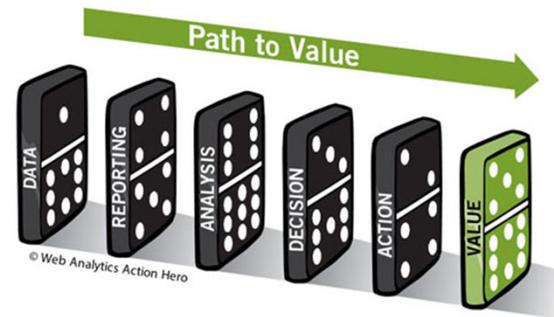
ONACADA | THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

YOUR WORK GROUP WILL COVER:

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



HOW, WITH WHOM, AND WHEN



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



OPPORTUNITIES TO EXPLORE ASSESSMENT PLANNING:

Concurrent Session Topics	
Student Satisfaction Surveys	Advisor Evaluation
Creating an Advising Syllabus	Ethics & Reporting
Developing Rubrics	Focus Groups
NACADA Pillar Documents	

ACTION PLAN:

Day 1	Day 2	Day 3
Plenary	Plenary	Work Group
Work Group	Work Group	Plenary
Concurrent	Work Group	
Work Group	Concurrent	
	Work Group	

WE NEED TO HEAR FROM YOU!

Share your opinion on this session with one simple click from any of the event's web pages:



Home > Events > Assessment Institute

16th Annual Assessment Institute
 January 31 - February 2, 2019
 Albuquerque, NM
 Albuquerque Marriott | 2101 Louisiana Blvd.

Apply for an event scholarship today! Deadline to submit is November 28, 2018

... fully revamped the Institute curriculum to better meet the needs of today's advisors.

... progressive plenary (general) sessions the Assessment Institute
 ... ed advisors an in-depth look into Academic Advising and
 ... of events to see what has changed. This workshop will

Click this link to take you to the session survey page.