

ASSESSMENT: PART OF YOUR DAILY LIFE

Plenary 2

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Participant Learning Outcomes

- Understand stakeholders & their impact on institutional culture
- Recognize how assessment impacts day-to-day advising experiences
- Identify opportunities to integrate assessment into professional development
- Recognize how assessment can be incorporated into advisor evaluations and reward structures



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Session Overview



- Stakeholders: who are they & why are they important?
- Assessment: how can it be integrated into daily work structures?
- Students: how should they be informed and incorporated?
- Professional development: what role can assessment play for advisors in evaluation/reward?

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Stakeholders

- Who are they?
 - Colleagues, faculty, administrators, institutional researchers, staff, students, institutional community members
 - Assessment Team members
 - Both on- and off-campus constituents

Intentional, continuous communication & feedback is a must!

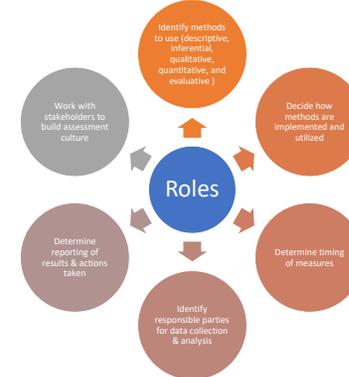


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The Assessment Team

- The group of people who will work with you to develop & implement an assessment plan for your institution, college or department
 - There will be some overlap with stakeholders
 - Not all stakeholders will be consistent members of the assessment team
 - Comprised of those who *implement* and *conduct* the assessment process

The Assessment Team



Considerations

- When forming your assessment team, think about:
 - Skills/knowledge/expertise needed
 - Personalities
 - Institutional structure
 - Political climate/dynamics
 - Ideal team size



Involving Stakeholders



- Pre-assessment
- Establishing vision, mission, goals, outcomes
- Planning
- Developing shared vision and philosophy of advising & assessment
- Identifying assessment criteria & methodology
- Implementation
- Reporting results
- Facilitating change

Collective & Collaborative Process Benefits

- Shared trust
- Shared motivation
- Shared language & vision
- Building institution-wide support for advising
- Shared ownership & belief in the process



Exercise #1



- Identify Your Stakeholders
- Identify Members of Your Assessment Team

Everyday Assessment

- Embed into existing services



- Include “assignments” for students to turn in at next advising meeting (e.g., tentative schedule, list remaining degree requirements, bring an audit, etc.)
- Extract examples of achievement from current student artifacts (e.g. advisors’ ratings of students’ communication of knowledge during meetings)
- Student advising portfolios as demonstration of SLO achievement

Everyday Assessment

- Utilize existing resources
 - Information from Institutional Research or Registrar can provide tracking data, GPAs, retention rates, and similar assessment data
- Include assessment as a regular departmental meeting agenda item
- Schedule time weekly or bi-weekly to work on assessment
- Get on institutional assessment calendar

Everyday Assessment

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

Exercise #2

- Identify one existing advising activity that could be measured as part of your assessment plan
- Identify one existing institutionally-gathered datum that could be one of your outcome measures



Students & Assessment



- Share desired outcomes with students (advising syllabus, website, rubrics, etc.)
- Emphasize importance of advising assignments
- Use required class assignments to collect data (FYE, study skills courses, etc.)
- Implement student advising portfolios

Students & Assessment

- Impact on their day-to-day experiences
- Creates similar advising experiences for all
- Provides clear expectations & helps define their role
- Creates active student involvement in their experience
- Gives an opportunity for their voices to be heard



Advisors & Assessment

- Impact on their day-to-day experiences



- Encourages mission centered practice
- Creates clear expectations
- Helps clarify what, how, and why advisors teach
- Provides clear expectations & helps define their role
- Creates ongoing conversations
- Embeds professional development in practice

Administrators & Assessment

- Impact on their day-to-day experiences



- Team focused on Vision, Mission, and Goals
- Provides clarity of roles
- Available and understandable data
- Allows for data decision-making
- Creates conversation
- Identifies areas for growth and celebration

Assessment as Professional Development



- Identifying formal opportunities demonstrates institutional commitment to assessment
- Training and development to meet Advisor Delivery Outcomes (ADOs) and achievement of SLOs
- Communicate Expectations
 - Scoring rubrics, advising syllabi, and evaluation items

Assessment as Professional Development

- Provide training on how to interpret and act upon assessment data
- Make advisor development a part of new faculty & staff training
- Plan for continued advisor development and training on assessment

Assessment – Advisor Evaluation & 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>
		Part of assessment

Assessment – Advisor Evaluation & Reward

- Include participation in assessment efforts as professional & scholarly work
- Create recognition opportunities for advisors
- Showcase good advising using assessment data



Gaining Buy-In



- Map the political terrain
- Consider all stakeholders
- Include “naysayers” from the start
- Present literature that supports your plan
- Strategically communicate benefits (cost-benefit analysis, ROI)

Gaining Buy-In



- Communicate direct benefit to students
- Empathize with those who need convincing
- Have official proposal in-hand & ready
- Include peer “champions” in grass-roots efforts
- Get a “first follower” to start the process
- Bring key players to assessment opportunities

Gaining Buy-In



- Incorporate fiscal worth of advising in your plan
- Use your plan and outcomes in your marketing
- Grass-roots (not top-down!)
- Include administrative assistants & staff in any changes

Gaining Buy-In



- Educate others on your role as it relates to theirs (decrease perception of threat)
- Student opinions get attention & encourage peer-to-peer buy in
- Involve faculty
- Get administration involved

Gaining Buy-In



- Start by assessing outcomes you know anecdotally are being met
- Map assessment efforts to CAS Standards
- Map efforts to institutional student learning outcomes
- Map efforts to institutional mission
- Establish relationships – sit on committees, attend events, invite others for lunch

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