

Transcription for Pre-Institute Information for Participants

NACADA Assessment Institute

Welcome and thank you for participating in NACADA's Introduction to your Assessment Institute Experience. During this video you will hear from Assessment Institute faculty who will provide you with an in-depth perspective on the structure of the Assessment Institute, how to develop a strategy to prepare for the Assessment Institute, as well as how to access pillar documents that will help you throughout your assessment process.

By understanding the structure of the institute and the resources you need to assess, we hope to better prepare you to be fully engaged and prepared to develop an advising assessment plan using NACADA's model.

First I will talk to you about the overall structure of the Assessment Institute. We will have a total of three plenary sessions. The first plenary will open the institute to provide not only the overview of the institute, but to address the need for assessment of academic advising and the reporting process of external bodies on student success. The second plenary is a discussion of the institutionalizing assessment. The third and final plenary will close us out by discussing how to sustain the ongoing assessment on your campus.

We intend to highlight how to create a cultural shift that embraces assessment at every level. The final session will also serve as a ceremony for your participation. Besides the plenary sessions you will have an opportunity to choose two concurrent sessions. These conference style sessions will home in on developing skills, techniques, and a general culture of academic advising assessment in addition how to access and utilize existing resources when developing your assessment plan.

Finally, one of the major components of the assessment institute experience will be your work groups. You will select a work group or work groups over your time at the institute. These work groups are instructed to coincide with the basic segments within the assessment cycle. You can explore multiple work groups or remain connected to one throughout your time at the institute. The goal is to allow you to successfully complete one or more of the segments within the assessment cycle during your time at the institute. During each of the workgroup sessions you will experience 30 to 45-minute presentations and spend the rest of the time developing the content of your individual assessment plan. You can work independently, with members of your institution, or in collaboration with colleagues from other institutions. Faculty members will be available during each of these work group sessions to assist you in the development of your assessment plan.

Now that you have an idea of the basic structure of the Assessment Institute, let's spend some time exploring what you can expect from each of the work group sessions, so you can plan your time accordingly. I'm going to provide you a bit more information on the work groups that were touched on during the overview of the Assessment Institute.

The work group on Developing Vision, Mission, and Goal Statements. Vision, mission and goal statements are vitally important during the assessment process. They provide clear direction for long-term strategic planning and day to day focus. This work group is for those beginning the assessment process and for those who started with outcomes and need to do some big picture thinking. For this workgroup, you need to bring or access your institution and your college or departments vision, mission and goal statements. Bring your current assessment plan for those who started somewhere else in the process, and bring your enthusiasm for aspirational thinking, which is the vision statement and practical knowledge of your day to day work, which is the mission and goals.

The work group on Developing Student Learning Outcomes or SLO's. Developing student learning outcomes starts by identifying exactly what you want students to know, to do, and to value because of your advising interactions at your institution. The focus of this work group is to help participants identify what their students should learn during their advising experiences. Clear and intentional SLO's drive what and how advising should be delivered. Defining SLO's also directly connects to NACADA's focus on advising is teaching rather than simply a service that is provided. Students benefit from clear expectations of learning through the development and sharing of SLO's. Both students and advisors also benefit from understanding their roles and responsibilities during the advising partnership. In order to be prepared for this work group, it is helpful if participants have an understanding of the vision, mission and goals of their advising program.

Work group on Advisor/Process and Delivery Outcomes. Just like students need to know what to expect, you as an advisor need to know what is expected of you from administration and the student body and programmatically how advisors or advising units will provide opportunities to learn these expectations. In this work group you will define different learning outcomes and how to apply each to your advising program. We will then dive deeper into the actual development of advisor and process delivery outcomes. To be prepared for this work group, participants should have identified mission, vision, goals and objectives at a minimum an identified mission. Have identified student learning outcomes, and understand the CAS standards, the NACADA core values, and the NACADA concept of Academic Advising.

Work group on mapping. The GPS of assessment. Mapping is an important step in the assessment process as is the critical link between identifying and measuring learning outcomes. Mapping is the process of determining when, where, and how student learning outcomes will be accomplished over the students learning career. Just as your GPS helps determine your route to get you to your desired destination, the mapping process allows you to chart your outcomes, allowing you to get to the desired destination of measurement. This process can also be completed for process delivery outcomes and advisor outcomes. During the mapping work groups, participants will map their learning outcomes by identifying opportunities for students to learn or achieve the identified outcome and identifying the timeline for the student to achieve that outcome. Participants will also start to answer the question, "how will we know" that outcome has been met. Once participants have mapped the outcomes they want to measure, they will be ready to move on to the next group, exploring and measuring methods of assessment. The mapping group is best suited for individuals who have a list of outcomes that they are ready to work through the mapping process. Participants can bring student learning, process delivery, or advising outcomes to this session.

Work group for Exploring and Developing Measures of assessment. Once you have identified the outcomes to assess, you next determine how to measure whether these outcomes have been achieved. The focus of this work group will be on the timing of assessment of outcomes. Methods and processes to assess outcomes. Development of outcome measures. Identification of existing institutional data that can inform outcome assessment and identification of currently used tools that can inform outcome assessment. In order to be prepared for this work group, participants will need to have identified student learning outcomes that you want to assess, identified process/delivery outcomes that you want to assess, and mapped student learning outcomes. During the work group time, the following aspects for measuring assessment will be covered. Initial considerations, the importance of multiple measures. Types of outcome measurement data. Qualitative, Quantitative, indirect and direct. Examples of

additional resources. Dangers of satisfaction surveys. Importance of institutional data. Assigning minimum criteria for thresholds of success. Examples of completed outcome matrix assessments, and the use of technology.

Work group on Interpreting, Analyzing and Reporting Results. You've got assessment outcome data, great, now what? From figuring out what is telling you to identifying strategies based on the data to adapting the results for multiple presentations and audiences. In this work group you will learn how and why data can be the path of change at your institution. To get the most out of this work group, this is what you need. Completed mission, outcomes, and measures. Identification of the multiple audiences you will be reporting your results. The data you have collected. Please note an internet connection may not be available. In the implementing and sustaining workgroup, participants will develop a plan to infuse a systematic structure of assessment into academic advising by creating a culture of success. This means developing an assessment council or creating a shared agenda. Once a systematic commitment and structure are in place we will examine mechanisms available to support the ongoing assessment practices in daily practices including how assessment may influence or impact funding, marketing or reporting. Finally, we will examine a place for assessment in the NACADA structure via professional publications, scholarships and awards. How might others learn from what you've developed on your campus?

Please note that the work group topics follow the flow of the ideal assessment process. These are the steps that NACADA recommends participants complete in order as they go through the assessment cycle. Therefore, if you are new to assessment you will likely be spending most or all your time in the first work groups. If you have already completed many of the steps in the assessment process you may find yourself spending most of your time in the later topics. These work groups are intended to be fluid and selected by you to meet your individual needs and place in the assessment process. Our expectation is you will select a work group at the beginning of the institute based on what you want to focus on, and what you want to accomplish. If you find that you've completed the topic for that work group and are prepared to move on, you are welcome to move to the next work group for the next session.

In addition, you may find that you need to go back, and review information covered at a previous workgroup. For example, if you come to the assessment institute with a list of outcomes, you may want to start with the mapping work group. Once you have mapped your learning outcomes, you may decide to move to the next group- measurement. However, you may also discover you need to rework your learning outcomes, and instead you may decide to go back to the learning out outcomes work groups for the next session. We want these work groups to meet your needs based on where you are. Do not expect to complete all of the work group topics. You may only complete one of the steps and that is fine. Assessment is a process and so is building an assessment plan. So whether you start at the beginning or middle of the process, complete one or none of the work groups topics in the whole, you are moving forward in the development of your plan. We want you to get the most out of your Assessment Institute experience, to help you do that, you will next hear how to prepare for the Assessment Institute.

To prepare for the institute, here is what you need to bring and what to review beforehand. You should bring materials you have already developed beforehand which include institutional and local mission statements, student learning outcomes, advisor learning outcomes, and process delivery outcomes. Please also bring any instruments you've used, data you've collected and results you've reported to your groups. What you bring may also depend on the starting point of the groups you plan to attend. If you

don't have any of these developed, that is okay we will help you move forward, whatever your starting point.

Prior to the institute, you will want to review several items. The glossary of common assessment terms, the NACADA clearinghouse article by Robbins and Zarges, the NACADA Concept Statement, the NACADA Core Values, and the CAS Standards for Advising. These items are available on the NACADA website by following the listed URL. The links are posted on the right side of the page. We hope this video provided you a better understanding of the assessment process and the institute. We look forward to meeting you and working with you at the NACADA Assessment Institute.