

**OSU Student Affairs Assessment Council**  
**Minutes**  
**February 9, 2010**

**Attendance:** Gustavo Martinez-Padilla, Tina Clawson, Miguel Santiago, Eric Hansen, Ann Robinson, Jodi Nelson, Kami Hammersmith, Doug Severs, Melissa Yamamoto, Pat Ketcham, Regan Kaplan, Tom Watts, Vicki Wise, Eric Dunker. Angi Baxter, Rebecca Sanderson

1. Welcome
2. Announcements
  - a. Is everyone ready with their plans/reports? Angi will check to make sure
  - b. Accreditation website is up and has info there that we may want to take a look at
    - i. Would like to have other individuals look at the assessment page to see if we are represented accurately, we have a link to our info- draft to accreditation report- Rebecca will forward the email with the report link, our section is 2D, much of what has been submitted has been pared down to your websites, by mid March you might want to have your websites up to date and ready- the accreditation team is composed of 8 people but we do not know who those individuals are yet- they will be focusing on assessment as that is an area that is important in this process.
    - ii. **PLEASE CHECK THE WEBSITE TO MAKE SURE EVERYTHING IS CORRECT-** your websites will tell your story
    - iii. The job of the accreditation team is to read everything and while they are at OSU to verify that we do what we say we do. Each person on the accreditation team will have an area or areas to focus on. They will set up a schedule of who they want to meet with over the course of about a two day visit. They will start researching OSU around mid-March when they get our report.
    - iv. Resources from the Educational Advisory Committee:  
<http://assessment.uconn.edu/docs/HowToWriteObjectivesOutcomes.pdf>
3. Vicki L. Wise, PhD, Coordinator for Assessment and Research Office for Student Affairs at Portland State University- works with Jackie Balzar
  - a. Vicki has just begin her current position and was wanting to visit with us about what we do and how we got started. She has a background in assessment and worked at James Madison University before moving to Oregon
  - b. Vicki will meet with her assessment team in a few weeks with varying numbers of people from each department- they will be doing assessment planning
  - c. Members of the OSU Student Affairs Assessment Council talked about what has been helpful to them, how they got started, some about how different units have organized their assessment work, etc. It was stressed that we are a learning community and that we work together to lead the assessment effort in student affairs at OSU. We also stressed that we learn together and support each other. We use our summer retreat to set our agenda for the coming year, figure out what we need to learn and reflect on our successes from the previous year. Continuing education is very important for this group.
  - d. How has the process of going back into departments to get assessment going been for council members?
    - i. No one in this room that hasn't felt resistance within their units or within themselves-

- ii. What has helped is the discussion about assessment not needing to be huge, you can focus on specific issues at specific times, focus on small pieces at a time, can put things on cycles where one year is focusing on one area and the next year focus on a different area
- e. Do people have a plan with assessment?
  - i. Initially tried to build a language, Rec Sports have a small committee where they interview individuals to find out what they are interested in, what they care about assessing, next meeting asks how they know they are accomplishing what they are passionate about, how do they collect that information- emphasizing student learning outcomes- there were themes that they found and now created 5 or 6 categories that everyone has to report on at the end of the year to see if they are accomplishing their goals- what tools can we use to find out if we are doing what we are doing-
  - ii. We had to get over the hurdle of the assessment plan is a journey with no specific end, it's ongoing what has helped with this is the 2 or 3 reviewers giving positive feedback and looking at others assessment plan- we make the plans visible on StudentVoice but each department can only write on their own plans- we use the same format on assessment reporting
  - iii. The idea of having to assess everything is part of the process and eventually people come to understand that they cannot focus on everything, then the focus starts to be pared down
- f. At James Madison, they had assessment days where that is all that happened for the campus that day. How did that work?
  - i. Has a lot to do with the environment that you are working in- helps if the line of reporting is supportive- lead by the leadership above—but James Madison is a very different environment than Oregon so such a top down strategy might not work here.
- g. Assessment can be a weapon or a tool and how you use it will be important in the success of assessment- how does it help each person do their job better?
- h. Is there cross-department collaboration- we're trying to work together but we do not have a forum for discussing with others across the campus to discuss over sampling issues- no coordination of surveys- colleges can access students from the data warehouse, there is no assessment clearinghouse- anyone can send out surveys
- i. There is a lot of data collecting but are limited on analysis of the data
- j. Thinking of learning differently and how to help people see how they work as a learning opportunity for students-reframing what is learning, learning by experiences, in this environment and this process

Next Meeting:

**February 23, 2010**  
**9-10:30**  
**MU Council Room**