

Student Affairs Assessment Council

October 19, 2005
Agenda

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Meeting Minutes

“It’s all about warm potatoes”

Agenda:

- The Division Meeting on October 11th
 - Comments?
 - Evaluations?
 - What is next to sustain energy?

Attendance:

LeeAnn Baker, Mercedes Benton, Erin Biddlecombe, Deb Burke, Ryan Collay, Rick DeBellis, Caitlin Donlon, Beth Dyer, Suzanne Flores, Eric Hansen, Jessica Heintz, Lisa Hoogesteger, Kristi Johnston, Bob Kerr, Pat Ketcham, Jessi Long, Ann Robinson, Rebecca Sanderson, Kami Smith, Kent Sumner, Melissa Yamamoto

Discussion:

- Rebecca typed up all of the comments that were made on the evaluations from the presentation at the all-division meeting on Student Affairs learning outcomes. The comments were very positive for the most-part. Couldn't tell much by looking just at the numbers and check marks-- some people did the evaluations as a group and others did the evaluations individually (103 pieces of paper were collected with writing on them).
- There is still a lot of confusion on goals, outcomes, and objectives. On the assessment listserv, the only reason 1400 people who are really involved in assessment decided on definitions of the terms is to stop arguing!
- Concern over assessing all of the goals at once-- this is not what happens, but some people left the meeting with this concern/fear.
- Student Health had a lot of comments-- maybe these are from people who are newer to the department. In the clinician sector, most people have no time, how do you involve these people in the assessment process?
- Comment about finding JOY in assessment-- it must have come from a committee member :)
- There seems to be more movement in learning the definitions and learning what assessment means within the division.
- Suggestion that we follow-up on the meeting with workshops or target individual departments and go to them (exchange of ideas)... food would be a great way to draw people in (coffee break, bag lunch group).
- People would like to talk about their own thing (offer small group stuff).

- There is a desire to engage in more conversations in small groups. They got a taste at the division meeting, but they still want more.
- Specific questions were received and had mostly to do with other resources that are available or statistics tutorials. These were received mostly from department heads-- this is the first time Rebecca has been asked for materials (although materials have been distributed before).
- Larry was pretty clear on how important this is for the division.
- Learning outcomes written as what you want students to be able to do rather than what you want them to know (subtle but distinct distinction).
- Several comments were received about measuring understanding and methodology (rubrics, etc-- how do you know if a student has learned).
- How do we get people involved-- examples of way that others have accomplished this, transition to using the words "database decision making" rather than saying "assessment". Know that is it numbers and counting but also other individual measurable components.
- People like hearing from others (assessment council members) about application. People were surprised to see the number of people involved and that assessment is actually happening. Example of assessment full circle: get participant feedback on a survey, take the information back to the peer leader who in turn contacts the student to clarify feedback, then the leader changes their presentation to make it better for next time. The stories were really powerful, it was a sort of an 'ah hah' moment that made it more personal.
- Questions about statistics- but what we are doing is really simple (mean, median, etc). This could be that people are looking at "assessment" from an old definition, rather than looking at learning (service v learning outcomes).
- A lot of people are doing assessment everyday and just don't know it-- it is things that you have probably done all along.
- Developing workshops that have some kind of curriculum behind them.
- If you are only talking about assessment in your department. It is easier to learn about assessment when you already have a basic knowledge of what is going on in your own department.
- If your program is successful, you are probably doing some kind of assessment already. The added part is writing it down. By doing assessment, we are increasing our learning curve. If assessment is written down, you can transfer knowledge more easily.
- Student Affairs has a powerful connection to the learning of college students. If the important thing for that year is the staff learning that is happening within your department-- that is what you should assess that year. Then the next year you can start to look at student learning-- develop your assessment, start small. Specifics are going to be a great tool as you go from department to department.
- The starting point may be just getting together with your department and sharing your assessment plan. From there we can 'solicit' various departments or offer workshops
- Ideas in small groups:
 - What do I want- Time, access to help (a person to call), on-going reinforcement of what we have learned, repetition helps it make more sense, exposure of plans to each other and seeing that no plan was 'perfect'
 - Get away from the word 'assessment', get away from it being the responsibility of on person in the department (have a coordinating person, but every one helps)
 - Get groups of students together to discuss what they have learned and develop your outcomes based on reality
 - It is not fair to ask a person to run a marathon before they learn to walk—evolve into the learning outcomes piece from service outcomes

- Educate colleagues about the need and value of assessment. Start with what is already happening and go from there. Understand that you don't have to evaluate everything all at once or every year
- Knowing how much we are supposed to report—how do we turn this in? How much of my departments assessment moves up the 'Student Affairs ladder' (organizational structure of assessment)
- Main points from the collective group
 - What do I need- help, time
 - Curriculum that would accompany the handbook for assessment
 - Devising a test- then asking what areas are still unclear and design workshops based on the outcomes
 - Expand repertoire of techniques and quick/dirty assessment tricks
 - How to make your assessment interactive/fun
 - Help department by starting small; share how you started your assessment journey
 - Include more academic ties
 - Feel empowered, that the process is sustainable, standardized
 - Have beginner level as well as more advanced trainings
 - Department level needs-
 - How to apply things outside of your area—increase collaboration between departments
 - Tools that you can apply to your own area
 - Variability of department heads involvement—this needs to become more standardized across the division
 - What do we need from the department head to move assessment in a forward moving direction
 - Make assessment an integrated piece of the division and not an add-on
 - Need for honesty in assessment and in feedback
 - Action research and the idea of being a reflective practitioner
 - Ideas for sparking interest in assessment

Next Time: We will spend time working on the curricular plan for the division ☺

Next meeting: November 2nd, 9-10:30, MU Council Room

Response to Evaluations from October 11, 2005 Student Affairs Division Meeting

103 Evaluations Returned

What did you learn about assessment?

Getting a better understanding of the difference between measuring services and defining learning outcomes. What questions to ask and what statements to define and then focus on.

Wording of outcomes is important in order to have a meaningful and measurable learning outcome

How to better define learning outcomes

Importance of having “umbrella” goals, such as the goals provided by the Assessment Council

I know more about assessment than I thought

Need to be specific in goals

It's quite a bit simpler than it seems

That teaching about it using microphones and computer projections can lead to disaster when the technology fails! And, that is much more complicated than we might have originally guessed. That it's too complex to teach to a too large group.

I appreciated the examples discussed—how to work with the outcomes language. I also gained awareness from a colleague about how profoundly language affects individual perceptions and interpretations of questions.

How specific learning outcomes need to be
Can't measure “understanding”

Reinforced by commitment to identifying student learning outcomes for our work
Ways to articulate importance of assessment to our work as educators

Ongoing use of language

Nothing new but a good review

Keeping your outcomes

Service vs. learning outcomes

Be specific in learning outcomes
To match the outcomes with the goal

Well done

That “f” is going to be very challenging to measure

Some of the challenges and nuances of student affairs learning assessment

That it is important to the future of the university's success

How to relate outcomes to learning goals

How direct and elegant it needs to be

Learning outcome process

It takes a significant time commitment to initiate and follow through with this process and organizations really need to buy in totally or it will not succeed

Need to be specific about objectives so you can measure change
Need to switch from service objectives to learning objectives

How to write an outcome
What the learning goals are

Best to keep it simple

Difference between learning outcomes and service outcomes

Methodology

I learned why we should use assessment and how it can be implemented in our office

Difference between teaching and learning

How to be specific with tangible outcomes and how they relate to learning goals

Simplify the outcome

It happens on a division-wide basis and department basis and an individual basis. It incorporates a good understanding of your goals and mission

Learning outcomes are most comprehensive and better than service outcomes to determine our impact on students

More on "learning outcomes" vs "service outcomes. By the way, I think measuring learning is harder than measuring service . . .

Structure for designing

The difference between service and learning outcomes
Some of the rationale behind our assessment plans

Involvement of other programs and how they assess learning outcomes

"understanding" is difficult to measure
Great job on a tough topic
Felt like my understanding of assessment was not changed too much before and after this workshop

That there is more effort going into assessment in Student Affairs than I realized and that it can be used in almost every facet of a position

It is good to identify the different audiences and develop learning outcomes for each audience. These outcomes should be comprehensive in support of mission and goals

That the need to link things to all the other areas is difficult

We (our staff) have a lot of work to do

Assessment is creative thinking applied to our work effort

Better wording—narrow terminology to make goals that can be measured

Increased understanding of how assessment outcomes used in multiple departments on campus

Identifying learning goals for OSU community and how to measure achieving those goals

It can be fun

It involves more than just numbers

Assessment can bring us joy! The focus of assessment is no learning, not necessarily teaching

I've learned about our shift in focus from teaching to learning. I've learned about outcomes and measurable variables

Important difference between service and learning outcomes

How to phrase proposed outcomes—words to use/not use

Difference between learning outcomes and service outcomes

How to formulate better outcome statements

I learned about the process of writing learning outcomes

I learned about the idea of using effective terms. What one word change can do to make an outcome computable

That goals might or might not change from year to year

Clearer understanding of learning vs. service outcomes

It can be fun

Explanation of service outcomes vs. learning outcomes==a clearer operational definition—
Learning outcomes = what constituents will be able to do differently. What students will “get.”
Importance of quantifiable goals

Goals are subject to change on a yearly basis

It should be fun; it is necessary in furthering development

Differentiating learning outcomes from business/service outcomes was really helpful
Formulating measurable learning outcomes was challenging

Outcome goals should be measurable and short

It is vital for continued growth and understanding as an organization
It is fun

Continually working toward finding ways to promote learning among staff for students. Setting goals which detail end results strived for

Assessment requires learning outcomes as important and differentiated from service/business outcomes

I am very pleased to learn this assessment process in SA division to improve the continue education to our student and staff

That is could be fun

Not too much—already have had this

The difference between service outcomes and learning outcomes

The need to state learning outcomes with enuf specificity to allow accurate measurement

The different parts of it and how to write a learning outcome

Understand language a little better

Keep them short

More specific thinking about how to construct statements for learning outcomes

Understand the learning goals and use simple measurable outcomes to reach the goals

How to establish concise goals

The difference between service and learning assessments

I learned how to define outcomes, or at least begin to formulate more specific outcomes

How to articulate outcomes

People are still confused!

How to write succinct learning outcomes

That assessment should not be scary

“Its okay to start slow—just start” R Sanderson

What are you still confused about?

How do I start creating an assessment plan--where one does not exist?
How do we best measure if we have accomplished our learning outcome goals?
--get the kind of info we need/that is useful?
--get students to actually participate in assessment efforts
How do you develop JOY for this stuff??

Learning outcomes vs. service outcomes

How to define learning that is measurable with groups not able to measure

How units and departments results/outcomes will be represented in the bigger more complex picture of the university? Will the work departments do get lost? How to keep this overall process sustainable?

The assessment plan seems huge and overwhelming. Students, Student employees, F/S, etc.—each with their own set of assessment needs. I know it is an ongoing and evolving process, but how do you start new outcomes and continue to follow-up with past outcomes?

Need a little more counsel on how best to construct an assessment tool

Whether or not the SMAC goals are applicable to staff, or if they are specific only to students

A lot, except lunch

Relationship of our (SA) efforts and the OSU community

All of it. It was impossible to read the computer projections because of too much light from the windows behind the screen. The microphones repeated failure made it very difficult to follow the conversation.

I'm not particularly confused at this point. I need some focused time with colleagues and students to begin developing a plan

Measuring instrument

Goals vs. objectives vs. outcomes

Finding time to do assessment and evaluation and then using the data collected

Specific learning objectives for sexual assault prevention

How to practically apply it in all aspects of my work

How to measure outcomes around attitude of inquiry

How to align our outcomes as a division

How to use outcome measures in my work area

Understanding learning goals better so you can apply it to learning objectives

Next steps and timelines

How do you incorporate the mechanism of change

What comes next—how to compile, review and feedback to implement change in my division

I wonder exactly where to start with assessment? Should our office do assessment every week/month/year? How do we build in the time?

How to initiate the surveys or observations necessary to quantify results

The difficult part for me is the statistical analysis

Is our mission about to change? Is the Division mission different from the university mission?

Where to get the time or FTE to accomplish these things

Why do we spend so much time and financial resources on assessment? Are we becoming too focused on assessment that we are not effectively using our resources in the best interest of students and the OSU community?

How my work can contribute to learning outcomes

I am not confused, but I feel that one of the main goals of assessment is to align organizations throughout the division and I felt this was missing throughout the discussion and activities presented

The exact ways (details) in how these assessments are carried out

It is not clear to me how the focus on multiple audiences, many outside the university, will fit with the broader emphasis on OSU college student learning. Will the value-added contributions matter and be valued?

Alignment with OSU and SA mission and goals—that many goals are not measurable

Not confused, but need expansion of engagement from students to entire university—faculty, staff, deans, vice provost, provost, president—conversation needs to go from students up and president down

It is difficult to keep the “measure and report” service outcome from becoming more of a driving force than the learning outcome

The overall process of assessment

How to set up programs in my department (SHS) to measure outcomes

The broad vs. specific aspects of learning outcomes—should they be really specific and have several, or focus on a few broader ones?

How specific should our outcome be?

How to implement specifically. Also how to bring my teams around to discussing and agreeing on outcomes

How I'm going to create assessment tools to measure outcomes

The process of evaluation of those outcomes

Measuring outcomes in a sustainable way

I am still confused about making it all come full circle and different measuring instruments/ways to see development

Difference between service and learning outcomes

How do you start an assessment?

What ways can we measuring learning outcomes? (e.g., likert scales, etc.)
Where do things like focus groups fit in?

How can this apply to my job more?

How is this different from "return demonstration" as a means of determining "learning?" Is the process of 1) describe 2) understand 3) predict 4) control ("the scientific method") the same learning assessment/learning outcome?

I am still not sure how exactly the application of the assessment result will work out in our work area

Not sure how general or how specific should be individual department plans. This could be huge for one department, should it include each department within a dept. or just be general learning outcomes for the whole department?

Where are we all going with this? I know where my department is going, but not others.

How we are supposed to implement this in each department—is it required? By when should we have learning outcomes done by?

How to apply to the specifics of a program I am working with and developing

How to find the time to work on assessment

What is truth, what is beauty? No really, still trying to capture the breadth of activities and what effects are in small, encapsulated statement of learning outcomes

Do you try to complete all the goals at the same time?

Processing the outcomes and establishing goals effectively

Effective ways to measure learning outcomes

How to expand on the learning about assessment

Just need to practice and implement

What type of works hop or what skills would be useful for you in assessment?

How to use different methods/measures for assessing learning outcomes

Creating assessment tools both paper and on line

Feedback on outcomes

Counseling as we go along

More work on program and office outcomes

How to perform and assessment using CAS standards

I'll think on this one

Continued work on writing outcomes and even determine outcomes

Just need more practice

Creating effective surveys

How to integrate assessment more easily into our daily work. The time intensity of our jobs makes this challenging

Measurement other than surveys

Basic stats, research and assessment design

Ask Dr. Jasman if presentation at SHS What's Up meeting would be useful or a smaller group like clinicians

Periodic review of assessment plans

In depth look at the 6 learning goals

Statistical analysis

Basic stat class—how to present the data

Perhaps something on ways to measure their learning

Specific application to job

More conversation with interest groups

A workshop of using logic model for program evaluation

Examples from other departments used that could be “copied or revised” and implemented for my program’s assessment

How specifically to measure outcomes in my department

How all staff members can utilize and apply assessment in their departments

One workshop for whole team—so we can all be on the same page—big difference of opinions on what learning outcomes are

Statistics

Measurable learning outcomes

To gain more understanding of department assessment being a new employee. I will be coming to the assessment council meeting to learn more but more references (journals, articles, bookd, etc.) to learn more—maybe a web conference?

Today was helpful

Writing questions

Communication and interpersonal competence

How to write learning outcomes clearly

More clarity as to what is expected from each department

Can we get a copy of the newsprint info on wall at the SA Division Meeting?

Help us actually work on our specific program to develop learning outcomes that can be measured. Understand what is helpful to know/measure that will get us on our course and how to measure it—to know how to develop surveys

I would like the workshops to be small. It seems to be a subjective activity—everyone has a different idea

Nitty gritty, get down to it learning outcome writing for my areas of responsibility

Use the same format as today but at the department level (smaller group)

How to apply learning outcomes in service outcome oriented environment

One similar to this with more hands on activities

What do you need from the Assessment Council?

- 7 Presentation for my Department
- 8 1:1 Consultation

11	Review of assessment plan
17	Further discussion of outcomes
9	Other

Note that many folks did not complete this section but did write comments about learning and workshops they wanted (see answers in previous question)

The last question was impossible to tally as some completed it as a group and others individually. Just from looking at the data, it seemed like about half indicated that they had moved about one number in the desired direction but again, it was hard to judge given the variety of ways in which people responded.