

**Student Affairs Assessment Council  
Agenda  
August 3, 2011**

**Introductions and Welcome**

**Where do we go from here?**

**Assessment Reviews for 2011-2012? Who (1 or 2? Or more), when (Sept/Jan or both/either), how much (1, 2, 3?), etc.**

**Where do we go from here? Ideas for 2011-2012 and beyond . . .**

<b>Activity and/or Learning</b>	<b>Idea</b>	<b>In meetings (yes, no, some, maybe)</b>	<b>SA Strategic Plan Strategic Area (see below)</b>	<b>Your Top 3 L's and A's (6 total)</b>	<b>Top ranked L's and A's of the group</b>
L	• Training on learning theory and how people learn	Y	2,5,6		
L	• Classroom assessment techniques (DeAngelo and Cross—book—and how we might implement some of those techniques—use in assessment council	Y	5,6		
L	• Easy reporting results to constituents	Y	5,6		
L	• Bring what you are working on and have a place to consult and just talk about what we are doing—Maybe at least once a term in the Assessment Council meeting -- Assessment council—small group work in council meeting as consultation about issues	Y	5,6,7		
L	• Maybe more assessment council meetings where we have academics come in and see how we can partner	Y	2,5		
L	• How is assessment being managed—how to manage it better	Y	5,6		
L	• Learn to speak the academic language	Y	5		

L	• Organizational change/change theory/how to understand change and how to move	Y	5,7		
L	• Capacity-building research	Y	5,6		
L	• What do we need for our own sustenance?	S	5,6,7		
L	• Standing alone—how do we get more people involved—spread the load—not be isolated—feel supported	S	6,7		
L	• Midyear feedback and consultation with those that did the review to have some continuity	N	5,6,7		
L	• Coffee book club—read a book a month and meet to discuss	N	5,6		
A	• Need to review how we review assessment plans	Y	5,6,7		
A	• Host/plan a conference	Y	2,6		
A	• Another retreat in January in Hawaii—maybe just a half day someplace where we can get away and think together	Y	6,7		
A	• When do we feel most energized	Y	?		
A	• Doing an assessment plan together for the division	Y	6		
A	• Making assessment sustainable—creating an assessment sustainability plan	Y	6		
A	• Website with curriculum for orientation to assessment and Assessment Council	S	5,6		
A	• How can we begin to roll up data for a division report for key learning areas	S	6		
A	• Dr. Roper—learning outcome achievements in the annual reports—how we have shifted what we do based upon assessment	S			
A	• Write a book chapter/book	S	6		
A	• Group of units pilot implementation of rubric and see about content validity, etc.	N	2.		
A	• Rubric—use with Idea Logic software	N	2		
A	• Program for Diversity Summit—maybe on the rubric and its use	N	2,6		

A	<ul style="list-style-type: none"> <li>Move student employee to LGG's and use the SV rubrics and Idea Logic software</li> </ul>	N	2,6		
A	<ul style="list-style-type: none"> <li>Maybe someone to take the lead and get us organized to do presentations, attend conferences, etc. Need Rebecca to do this</li> </ul>	N	6,7		
A	<ul style="list-style-type: none"> <li>Be sure we are moving in the same direction as the SA strategic plan and how will we know</li> </ul>	M	6		

**Strategic Initiative Areas: (rough wording)**

1. High level support programs and services
2. Best practices approaches to positively influence student engagement and learning outcomes
3. Establish appropriate resource base
4. High quality communication internally and externally
5. SA employees have sufficient knowledge and skills to advance our mission and the university mission
6. Build and sustain a robust culture of data-driven decision-making through research, assessment, evaluation, and planning
7. Care and affinity for OSU community and people and place

**Is this our Belief or Standard? Do we want to put this out to departments?**

- **Assessment must be a priority that is consistently sustained at all levels in the organization.** This is needed in order to produce useful information about student learning, services, and programs. Episodic or low priority assessment produces busy work but little that is of value to the organization.
- **Assessment must be conducted in collaboration** (sharing outcomes, data and collection tools). If we are to be a learning organization that successfully engages students then we must be collaborative in how we examine the student experience.
- **People and departments must be supported in their assessment efforts.** Without adequate resources and personnel devoted to building assessment capacity within the units, the work can only be episodic busy work.
- **Assessment must be conducted with integrity and the intention of authentic continuous improvement.** Assessment is as much a “best practice” as any other activity that takes priority in our units. Otherwise, we are only going through the motions and creating busy work for ourselves and others.