

**Student Affairs Assessment Council
Minutes
May 14, 2008**

Attendance: Melissa Yamamoto, Kent Sumner, Pat Ketcham, Linda Reid, Claire Bennett, Ann Robinson, Barb Cormack, Beth Dyer, Tina Clawson, Rick DeBellis, Jodi Nelson, Rebecca Sanderson

Using Maps or Matrices in Assessment Work

Rebecca presented briefly on the use of maps/matrices in student affairs assessment work. The handouts of sample maps are at the end of the minutes. For more information on using maps in assessment, consult: *Assessing for Learning: Building a sustainable commitment across the institution* (2004) by Peggy L. Maki. Publisher is Stylus publishing. There are a number of good examples of a variety of tools that universities have used in developing their assessment work. If you are interested in the PowerPoint slides, please email Rebecca and she will send them to you.

Agenda's for Next Meetings:

May 28, 2008 in MU Council Room from 9:00-10:30—Presentation of MAPWORKS-- Potential New Software for First Year Student Early Alert (Eric). Last meeting of the term.

Cancel—June 11 Assessment Council Meeting-decided by council at today's meeting since Rebecca and several others are out of town attending the NASPA Assessment and Retention Conference

June 25—Assessment Council Retreat—stay tuned for more info on this

Mapping Student Affairs Programs to University Learning Goals			
	University Learning Goals		
Student Affairs Units/Programs	Foster personal and social responsibility	Promote Intellectual and Practical Skills	Use Knowledge of Human Cultures and the Physical and Natural World to Address Complex Issues
Housing	1. RA Training	1. Program planning coaching 2. Program planning seminars	1. Development of "house/ community rules" in cooperative housing
Student Leadership and Involvement	1. Student leader seminars		
Student Health Services	1. Wellness week	1. Workshops and service reminders about getting the most out of the health care dollar	
Counseling and Psychological Services	1. Wellness week	1. Educational program on how to select a counselor	
Recreational Sports	1. Wellness week		
Memorial Union	1. Social justice week of facilitated conversations, movies, service projects		

Student Affairs Units/Programs	University Learning Goals		
	Foster personal and social responsibility	Promote Intellectual and Practical Skills	Use Knowledge of Human Cultures and the Physical and Natural World to Address Complex Issues
Intercultural Services	1. Student diversity retreat		
Career Services		1. Job Search Skills workshops	
Dean of Students			1. Dinner with the Dean programs to address student concerns/issues
Student Conduct and Community Standards	1. Restorative Justice programs		
New Student Programs and Family Outreach		1. New student seminars/classes	
Disability Access Services	1. Programs for accessing and using accommodations		1. Seminars on disabilities and history, etiology, accommodations, etc.
Student Media	1. Journalistic ethics seminar	1. Coaching and educational workshops on production of radio programming	

Mapping Learning Outcomes to Strategies to Deliver those Outcomes

Housing/Residential Life RA Learning Outcomes	Delivery Strategies								
1 = Introduce 2 = Reinforce 3 = Emphasize	Spring RA Class	Fall RA Training	In-Service 1	In-Service 2	In-Service 3	One-to-One's	Staff Discussions	SR RA Seminar (2nd yr)	Coach/Mentor for new staff
RA's will demonstrate effective educational program implementation	1	1	2			2	3	3	3
RA's will demonstrate leadership skills	1	2		2		3	3		
RA's will demonstrate knowledge of University resources	1	2			2		3		3
RA's will demonstrate community building skills		1	2						2
RA's will demonstrate teamwork	1	2	2		2	3	3		
RA's will demonstrate multicultural awareness		1			2		2	3	
RA's will demonstrate positive contributions to the community environment		1					2		
RA's will demonstrate effective interpersonal skills	1	1		2		3			
RA's will explain in their own words the rationale for residential policies and guidelines.		1		2				3	3

Mapping Learning Outcomes to Observable Actions/Products and Assessment Methodologies

	Observable Actions/Products and Methodologies	
Recreational Sports Outcomes	Description of what students should represent, demonstrate or produce	Methodology(s) for Measurement
1. Rec Sports student staff will implement CPR protocols in simulated emergency situations	Student staff will pass a written test of knowledge about CPR and undergo a skills simulation several times over the course of the term. These sessions will provide opportunities for student staff to implement, practice, and get feedback on their performance	1. Rubric that contains relevant markers of behaviors needed for successful implementation of the protocols. Rubric will be used to assess and also give feedback over the course of the term 2. Students will take a written exam covering key areas of learning in responding to emergency situations and implementation of CPR
2. Student lifeguards will demonstrate in regular practice sessions, life-saving techniques (e.g., holds, carries, and releases, use of hook, buoy, etc.).	Student lifeguards will pass a written test of knowledge about appropriate life-saving techniques/protocols and will engage in practice sessions where they will be asked to demonstrate specific life-saving techniques	1. Rubric used to measure degree of skill level in each of the techniques demonstrated 2. Written test of knowledge about life-saving techniques
3. Student personal trainers, using the American College of Sports Medicine guidelines and the Department of Recreational Sports protocol, will develop individualized exercise programs for clients.	Students will produce written exercise protocols and plans that are individualized by client based upon specific guidelines for the development of these plans	1. Individualized protocols will be reviewed by 2 certified personal trainers to evaluate appropriateness of the plan. A rubric will be used to evaluate the protocols 2. Student clients will be asked to complete a survey on their understanding, compliance, and how the plan meets their individual goals

Mapping Student Affairs Programs to Student Learning Expectations			
	Expectations for Student Learning		
Programs	1	2	3
Time management workshop (1 hour, single session)	At least 2 time management strategies they could implement	Resources for help	Develop a time-management plan for the term
Dealing with Long Distance Relationships workshop (1.5 hrs, single session)	Techniques for coping with being away from significant other	Access a support system of others who are dealing with a similar situation	Implement multiple coping strategies to sustain relationship
Student Leader workshop series (4, 2hr sessions)	Understand self better in relationship to group	Utilize organization budgeting principles and protocols	Teamwork, collaboration, and communication skills
Discussion Series on Social Justice (3, 1 hr sessions)	Heightened awareness of issues of poverty and homelessness	Change the way students view others who are different from them	Increased commitment to personal responsibility for the welfare of others
New Student Orientation programs (4, full days)	Awareness of key student services	Awareness of issues of safety, risk reduction	Location of classes
	Name of advisor and location of advisor office	Making new friends, finding a community	Understanding the academic expectations
	Improved study skills	Opportunities for recreation	How to use a research library
	Traditions and symbols of the university	Faculty expectations for classroom behavior, studying, etc.	

Mapping Learning Expectations to Potential Student Affairs Programs		
	Student Affairs Unit/Program	
Expectations for Student Learning	Unit (s)	Program (s)
Techniques for coping with being away from significant other	Counseling	workshop or group
Understand self better in relationship to group		
Heightened awareness of issues of poverty and homelessness		
Awareness of key student services	Orientation	New Student Orientation week
Name of advisor and location of advisor office		
Improved study skills	Academic Success Center	workshop series
Traditions and symbols of the university		
Access a support system of others who are dealing with a similar situation		
Utilize organization budgeting principles and protocols		
Change the way students view others who are different from them	Residential Life and MU Programming	break away program
Awareness of issues of safety, risk reduction		
Making new friends, finding a community		
Opportunities for recreation		
Faculty expectations for classroom behavior, studying, etc.		
Develop a time-management plan for the term	Advising Center	Time coaching
Implement multiple coping strategies to sustain relationship		
Teamwork, collaboration, and communication skills		
Increased commitment to personal responsibility for the welfare of others		
Location of classes		
Understanding the academic expectations		
Appreciation of differences		
Stress management techniques and skills	SHS Health & Wellness	Stress management groups and biofeedback lab
