

Student Affairs Assessment Council

Minutes

February 16, 2005

Attendance: Jo Frederic, Rosemary Garagnani, Ryan Collay, Lisa Hoogesteger, Pat Ketcham, Kent Sumner, Susie Leslie, Gina Shellhammer, Kami Smith, Ann Robinson, Eric Hansen, Erin Hall, Rick Debellis, Michael Henthorne, Jackie Balzer

Assessment Plans:

Jo Frederic and Rick Debellis reviewed the assessment plans for the Dean of Students and the Memorial Union. They shared their overall impressions about the plans so that others may learn and discuss areas for improvement. Specifics about the MU and Dean of Students office are going to be shared directly with Michael and Jackie respectively.

Learning

- In review they wanted to have the questions “So what?” and “What is the point” answered in the document.
- They noticed that the plans used different criteria for assessing learning.
- They noticed the plans were very different in layout.
- They noticed that this was a work in process and that we are all in continued development. They indicated they learned as much about their own plans and the utility of the rubrics as they critiqued others plans.

Themes from Debrief Conversation

- Would like to see more supporting documentation with regard to assessment. Spoke of how this could become unmanageable with some departments. Also spoke of need for software to drill down if there are questions about certain aspects of plan.
- Suggested that all acronyms be spelled out for non-member readers
- Rubric was generally good, but could be tweaked.
- Would have been good to create the rubric first and then write the plans.
- Plan format could be tweaked a bit. Need to add component for program / service outcomes in addition to student and staff learning outcomes so that the document encompasses all assessment.
- Had some questions about alignment between goals, outcomes, and assessment.
- Most plans use counting as a primary way of assessing outcomes. Might need to create more sophisticated skills for our assessment toolboxes to get to learning outcomes.
- How do we incorporate the entire organization in larger units?
- How do we prioritize assessment?
- Can we create common learning outcome statements and assessment tools for items that impact most if not all Student and Academic Affairs areas? (i.e. collaboration, academic success, critical thinking, leadership, community, diversity, etc.) What do these look like and how can we assess?
- When writing the plan, we should think about the external audience. Would this make sense? Is the strategy clear? Is there a student focus? Have we made a distinction between learning and program/service outcomes?
- It is probably a good idea to link the CAS Standards and/or other literature into the assessment plans to provide a context. Could use to create an outcome and activity matrix. For example...

	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3
Activity 1	Introduction		Introduction
Activity 2		Introduction	
Activity 3		Reinforcement	
Activity 4	Reinforcement	Mastery	