

Student Affairs Assessment Council
Agenda
July 11, 2006

Attendance: Jo Frederic, Rosemary Garagnani, Jodi Nelson, Edie Blakley, Pat Ketcham, Rick DeBellis, Tina Clawson, Lisa Hoogesteger, Sir Eric Hansen (yes he really wrote that), Rebecca Sanderson

Assessment Council Retreat: The group looked at possible retreat dates and settled on November 3. Lisa Hoogesteger and Edie Blakley will co-chair the planning committee for the retreat. Other members include Michele Ribeiro, Rosemary Garagnani, and Jo Frederic. Others are welcome to join.

Agenda for Retreat: The group discussed possible agenda items for the retreat based upon previous discussions in the Council. Areas that seemed to be of interest included:

- Celebration
- Setting timeline for assessment plan reviews and the process of how it happens (see May 24 and June 7 minutes for previous discussions)
- Better implementation of our learning goals/outcomes
- Potential regional conference in a year
- Lunch and learn sessions for spring term
- How to keep momentum going

Survey Development to Replace the CIRP every other year: Pat Ketcham and Eric Hansen will co-chair a committee to work on development of a survey to give to incoming first year students on years that the CIRP is not given. Other members of this committee include Rick DeBellis, Edie Blakley, and Rebecca Sanderson. Others welcomed to join. Additionally, there may be some interest from Academic Advisors and other service units (e.g., Library) which may also be interested in working on this project.

Assessment Language At OSU: Rebecca also distributed the new Assessment Language at OSU which had previously been sent out on email.

Next Meeting

August 9
9-10:30
MU Board Room

Agenda items for next meeting in August include:

Development of workshop topics, dates, and presenters for Fall term workshops on development of aspects of an assessment plan. These are primarily directed toward people in student affairs in an effort to expand and build capacity in departments.

The Language of Assessment at OSU:

This glossary was developed to provide a common understanding of assessment language at Oregon State University.

Mission: The mission describes the purpose of the organization and the constituents served. The mission of the Department or unit will support the missions of the College or division and the University.

Goals: **Program goals** are overarching statements that describe what a program is trying to accomplish. **Educational goals** are broad statements describing what learners are expected to learn; sometimes they describe a state of being. While educational goals should be stated as specifically as possible, sometimes it's difficult to do so; as a result, goals are often a bit vague and open to interpretation. Key words that typify educational goals are: know, appreciate, understand, etc.

Outcomes: Outcomes are specific statements derived from goals; they help clarify and define the meaning of the goal. **Learning outcomes** articulate the measurable expected results of an instructional activity or program effort. Outcomes are not knowing, thinking and understanding, but rather a demonstration of knowing, thinking or understanding. Outcomes describe measurable behaviors achieved using active verbs such as: arrange, define, explain, calculate, design, synthesize, evaluate, etc. **Operational/Business outcomes** describe those elements of a program or activity that can be counted such as: research dollars per faculty, number of students served, level of satisfaction, number of advisees, number and type of appointments with students, etc.

Assessment Methods: Assessment methods include the criteria, process, and tools used to determine if the intended outcomes were reached. Assessment methods articulate the target audience of the assessment, the methods and tools for data collection, criteria or targets that specify that the outcome has been met, and how the data will be analyzed. A combination of methods to measure outcomes is desirable. Assessing the effectiveness of instructional methods (lecture, team learning, discussion, etc) and student learning methods (note taking, reading, computer lessons, etc.) are critical components of the assessment process.

Implementation of Assessment Plan: This describes who is responsible, what is being assessed, how data are collected, and the timeline for assessment activities. Not all assessments must be conducted annually. A table is often useful for visualizing the process.

Results: Report results for each outcome based on established criteria.

Decisions and Recommendations: Based on the results, describe any decisions made or actions taken regarding programs, policies, and services as well as improvements/refinements to the assessment process. Include a plan for assessing the effectiveness of these decisions or actions.

Adopted by the Student Affairs Assessment Council, November 26, 2003. Revised and adopted by the Student Affairs Assessment Council and the University Assessment Council, June 13, 2006.