

Student Affairs Assessment Council
July 25, 2007
Minutes

Attendance: Rick DeBellis, Melissa Yamamoto, Eric Alexander, Eric Hansen, Tina Clawson, Susie Leslie, Linda Reid, Jo Alexander, Jessi Long, Kent Sumner, Jodi Nelson, Beth Dyer, Kami Hammerschmith, Gina Shellhammer, Michele Ribeiro, Rebecca Sanderson

Brief Updates from Workgroups:

Update SAAC Charge—Edie, Bob, Eric Michele

This group has been unable to meet but will meet prior to the next meeting.

Rubric Revision—Kent, Jo, Gina, Rebecca

Rubric revision group met and provided the group with a draft rubric for their consideration. This is just a first draft of the thinking that tried to incorporate suggestions from the retreat. The rubric group asked to be on the August 15 agenda so that the Council can provide feedback on the draft. Rubric draft is at the end of the minutes.

SAAC—SALT Communication—Bob, Cynthia, Rebecca

The SAAC—SALT communication group met and is beginning to formulate a way in which to determine the SAAC needs from the SALT group and how those might be gained.

Software Solutions—Eric, Jodi, Beth, Rick, Rebecca

Weave on-line is a software that has provided a CD for our review. Eric has that now and will be reviewing it and passing it along. Also, Student Voice is developing a new assessment management software and they will be giving us a demo later in the meeting.

Orientation Group—Eric, Jodi, Melissa, Edie

The Orientation group requested time at this meeting to conduct a brainstorming session and to provide an outline of their current thinking about how to orient SA Assessment Council new members.

Orientation Exercise: Eric

Eric H. reported on the work of the orientation group and also led the council through an exercise to begin to articulate our vision of a well-oriented SAAC member. These thoughts will be used by the orientation committee to develop guides for mentoring new members and resources and expectations that new members need to be aware of. They will report back at a later meeting.

Ideas that came out of some of the discussion included: Doing a needs assessment of new members, having mentors, focused conversation between mentor and mentee, maybe post Assessment 101, 102, and 103 on the SA Research and Evaluation web page for folks to use, have a blackboard community.

Help with Rebecca's Assessment Work:

Rebecca asked the SAAC members to participate in a survey that she is conducting about a culture of assessment. The group did this and Rebecca will share results/findings at a later meeting.

Demonstration of:

Assessment Management Software by Student Voice—Kim Vanderlinden from Student Voice

Kim Vanderlinden provided a brief orientation to the new and developing Assessment Management Software provided by Student Voice. The software was seemingly easy to understand and use but a small group of SAAC members will further examine the software.

Kim indicated that the cost was around \$10,000 for entire University access (annually). They are currently beta testing and are looking for suggestions, etc. She indicated that OSU might be able to get a price break if we would be willing to test it and provide suggestions, etc.

Several members asked questions, etc. Jo had wanted to know if it was accessible and Kim responded that she was aware that they had been testing it with various screen reader products and that it was except for graphics might not be.

The software and OSU info is stored on their servers and maintained by them. It is customizable in terms of our language and also various levels of access can be accommodated. There is also a way in which our rubric review of the plans can be contained in and linked to the plan. There are no restrictions on numbers of plans, number of users, etc.

Reminders:

Getting close to deciding which review cycle units will participate in: September 15 or January 15: Will assign reviewers to plans based upon criteria we set up last year. Rebecca will send out an email for units to respond to about their chosen plan submission time.

Best Wishes to Jessi Long

Jessi has been a member of the SAAC for several years and is soon going to be leaving Corvallis though she will still be working for UHDS for awhile. But, she will be working from Nebraska. We wish her well and thank her for her contributions to the Council and to OSU!

Next Meeting:

August 15, 2007, MU Council Room, 9-10:30

September 12, 2007, MU Council Room, 9-10:30

**Tell me and I forget
Teach me and I remember
Involve me and I learn**

Benjamin Franklin

DRAFT--Student Affairs Assessment Plan Review Rubric

Mission

Elements	Met	Partially Met One or more items from the "Met" column is missing (notes)	Unclear (notes)
Purpose	<ul style="list-style-type: none"> The mission includes the who, what, why of your constituents It supports the mission of Student Affairs and OSU 		
Clarity	<ul style="list-style-type: none"> The mission is succinct and clearly understandable 		
Enduring	<ul style="list-style-type: none"> The mission conveys the essence and focus of the organization It provides the foundation for the work of the unit The mission statement is long lasting 		

Goals

Elements	Met	Partially Met One or more items from the "Met" column is missing (notes)	Unclear
Purpose	<ul style="list-style-type: none"> Goals are related to the unit's mission Core responsibilities of the unit are reflected in the goals 		
Clarity	<ul style="list-style-type: none"> Goals are broad statements of what the program is trying to accomplish Goals are clear to others outside the unit 		
Enduring	<ul style="list-style-type: none"> All goals are broad <u>statements</u> that are capable of spanning multiple years 		

Outcomes

Learning Outcomes

Unit/Department Plan: _____ Reviewer: _____ Date: _____

Elements	Met	Partially Met One or more items from the "Met" column is missing (notes)	Unclear
Clarity	<ul style="list-style-type: none"> Outcomes are specific and detailed action statements Outcomes are congruent with the unit's mission and goals 		
Measurable	<ul style="list-style-type: none"> Outcomes are able to provide evidence of the educational benefits Outcomes are observable 		
Useful/Meaningful	<ul style="list-style-type: none"> Outcomes are able to guide the decision making process Outcomes are learning centered 		

Operational/Business Outcomes

Elements	Met	Partially Met One or more items from the "Met" column is missing (notes)	Unclear
Clarity	<ul style="list-style-type: none"> Outcomes are specific and detailed action statements Outcomes are congruent with the unit's mission and goals 		
Measurable	<ul style="list-style-type: none"> Outcomes are able to provide evidence of the operational benefits Outcomes are observable 		
Useful/Meaningful	<ul style="list-style-type: none"> Outcomes are able to guide the decision making process Outcomes are operationally centered 		

Assessment Methods

Elements	Met	Partially Met One or more items from the "Met"	Unclear

		column is missing (notes)	
Aligned	<ul style="list-style-type: none"> Method(s) linked to specific outcomes Criteria for meeting outcomes identified 		
Appropriate	<ul style="list-style-type: none"> Multiple methods incorporated or planned Direct method(s) for assessing learning is used as appropriate Method(s) used is logical choice for measuring stated outcome 		

Results

Elements	Met	Partially Met One or more items from the "Met" column is missing (notes)	Unclear
Analysis	<ul style="list-style-type: none"> Appropriate analysis of results 		
Interpretation	<ul style="list-style-type: none"> Results interpreted in the context of improvement Data interpreted within appropriate scope (e.g., generalizability, return rates, population defined, sampling used, etc.) 		
Sharing	<ul style="list-style-type: none"> Results and interpretations are shared with relevant constituents Report describes when, how, and what was shared 		

Decisions/Recommendations

Unit/Department Plan: _____ Reviewer: _____ Date: _____

Elements	Met	Partially Met One or more items from the "Met" column is missing (notes)	Unclear
Decisions	<ul style="list-style-type: none"> Describes conclusions and decisions drawn from assessment data/evidence 		
Intended Actions	<ul style="list-style-type: none"> Describes intended actions for improvement based on evidence 		
Communication	<ul style="list-style-type: none"> Shares assessment decisions and actions with unit/department faculty and staff and other relevant constituencies 		
Process Reflection	<ul style="list-style-type: none"> Evaluates appropriateness of: <ol style="list-style-type: none"> Targeted audience/focus population Instrument/data collection tool Process/methods used Defines improvements/refinements to assessment process 		
Continuation/ Follow-up	<ul style="list-style-type: none"> Sets tentative timeline to assess impact of actions implemented 		

COMMENTS: