

Student Affairs Assessment Council
Minutes
April 2, 2008

Attendance: Melissa Yamamoto, Marleigh Luster, Kami Hammerschmith, Claire Bennett, Eric Hansen, Adry Clark, Edie Blakely, Beth Dyer, Michele Ribeiro, Jodi Nelson, Rick DeBellis, Jennifer Viña, Ryan Dixon, Kent Sumner, Gina Shellhammer, Pat Ketcham, Rebecca Sanderson

Assessment Activity Template discussion

The template that Eric had sent out to Council members was reviewed and several suggestions were made for slight revisions. The group agreed on the revisions and Eric will make them and send out a new template for everyone to complete. The Assessment Activity Template is to be completed and returned to Eric by June 2. The complete template for all units will be forwarded to all council members prior to the Assessment Council Retreat. Members are asked to review the document prior to the Retreat. The information will be used as a basis for the work we do during the retreat.

Rebecca had also distributed a template for reporting the key focus of assessment and some of the key findings. The group agreed that this likely is the second step in our process to make more public and accessible the results of our assessment work.

Further discussion focused on how some of this work might mature into a white paper or position paper.

Assessment Council Retreat

The date and location for the Assessment Council retreat has been scheduled and is below.

June 25th — Columbia Room at the Salbasgeon Suites on 9th Street, Corvallis
8:30am-4:30pm

Larry will attend during a portion of the morning –likely around 10am -- noonish

Retreat agenda ideas from last meeting:

- OSU Entering Student Survey data, next steps, how to use it?
- Loose ends after talking to Larry last October—See below
- Pre-Retreat one-page Assessment Activity Report on what data we have available in each department/unit—to be distributed prior to the retreat

After further discussion, the group decided that we would focus the day on examining the kinds of data that we have available and are collecting and then determine if there are themes or categories of data that we would like to examine more closely. For example there may be several units collecting data on student health issues or

leadership or training practices. We could then divide into theme areas and see if there is a way in which to develop a more thorough articulation of key info in those areas.

Rebecca also asked for some guidance for the Retreat Planning Committee in terms of food, etc. It was decided that the planning committee would decide on the details and would have a cake.

The questions below were discussed and some consensus was arrived at as described above.

Questions:

Catered by Salbasseon or go out to Izzy's??

What do we want the outcomes of the retreat to be?

Is there anything from the October, 2007 meeting that we want to focus on at the Retreat?

NEXT MEETING: APRIL 16, 2008, MU COUNCIL ROOM, 9-10:30

Provided to the Assessment Council to refresh memories of issues that were discussed with Larry in our October, 2007 meeting with him.

October, 2007 Discussion with Larry

Are we as a council going in the right direction and/or are there things we need to be looking at for the future?

*Larry thanked the group for the work we are doing and said that he believed we have been and are going in the right direction. In terms of the future or other things we might want to consider, he **challenged us to think about doing more with the evaluation part of assessment. Specifically, he indicated that the SAAC was in a unique position to provide position papers or opinion papers that could be important for our organization to engage in work around or at least intentional conversation.** These would be position papers that arise from our knowledge of our data and that could have broad impact for the Division. They also could "put a stake in the ground" around some issues so that the departmental rep would not be the only one saying something but would come from a more unified and supported voice.*

This led to further discussion and other ideas for how to go deeper into the organization to help people become more engaged in assessment and using data to inform decisions, program planning, etc.

While many in the group were taking notes and thus our discussion of this will be richer than these notes can capture, here is my attempt to briefly outline the other ideas I heard:

- 1. Position papers*
- 2. Division-wide showcase and inviting other student affairs divisions in the area to come*
- 3. Stimulating division-wide conversation about “so what?” (now that we have data so what?)*
- 4. Presentation of what we are learning/focusing on—like the baseball card idea*
Showing our STATS in a short index card kind of way that could be shared widely—Would contain the department’s
 - a. Focus of assessment*
 - b. Key findings*
 - c. Trends or learning from findings*
 - d. Future questions or challenges based on this assessment*

Several ideas also emerged for position papers:

- 1. How to Build Capacity for Assessment and Use of Assessment Data in Departments*
- 2. Ways Colleagues can be helpful in the Assessment Process*
- 3. Model for Assessment Leadership*
- 4. Cyclical nature of assessment*

Showcase ideas:

- 1. Where are we now and what are the next challenges?*
- 2. Maybe doing some data sharing based upon collaborations or areas in the alignment groups—like what do we know about student health and wellness? What do we know about student leadership development? What do we know about . . . ? Where are the holes and what do we need to learn more about but most importantly what are we doing with the data? How are we using the information we gain from the data?*

Other issues and discussion items from Larry

Larry again thanked the group and indicated (tongue in cheek) that he enjoys going to conferences and other meetings and soaking in all the praise he gets for the wonderful work we are doing in assessment. His experience is that for many organizations they struggle with how to get a group of people working together and sharing struggles and successes together. The learning community structure that we have set up is fairly unique in terms of how different divisions of student affairs are working toward making an assessment culture.