

# Student Affairs Assessment Council Retreat

June 23, 2011  
Adair Clubhouse

# Agenda

- Introduction and context setting
- Past Reflections: Points of Pride and Challenges
- Compliance Assist Basics Demo
- Lunch with CAKE
- Cultural Knowledge and Effectiveness Rubric
- Charting our Future: Create learning agenda, training and commitments for 2011-2012
- Reflections on the Day

# Points of Pride and Challenges

- Attitudinal shift—we saw that we didn't do a very good job with our student workers—looked to see if we made a difference—the follow-up interviews showed we were doing even a worse job than we thought. Was a learning experience—let me see how finding this out made us pay attention better and we are again revamping things—but from the perspective of making it better—able to shift from feeling like we were “bad” or “discouraged” to being more hopeful because there was good info
- Someone from my department actually contributed to the assessment plan

# Points of Pride and Challenges

- How to write a plan and outcomes that work in the time frame
- Challenge—feel our department has back slid—there is no penalty for not turning in an assessment plan so why do it gets said to me. Was not a part of our department retreat even though I asked that assessment be a part of it
- Good assessment work and saw a lot of growth from my students through assessment. New MU President is one of my former students and she is talking about looking at intended outcomes and how to implement and capture the information

# Points of Pride and Challenges

- Two student led initiatives and students asked for help from me and they wanted help in doing a good assessment.
- Getting 10 yrs of data put together to look at—because of the focus of assessment for me—I have to work with others and we can't carry the program off anymore. There are some pieces of assessment that I have been waiting for others to think with me but they aren't so I am just going ahead.
- Commendation and work of the council, rubric

# Points of Pride and Challenges

- Really glad we have a good format and core finally. It is huge and too overwhelming and need to put it into a rotation, etc.
- Assessment committee and employee committee are starting to work together
- Adventure leadership institute and how it is working and as a model
- Trying and working to get a merging of planning and assessment in Dixon

# Points of Pride and Challenges

- Have an assessment committee and has taken a long time to teach them assessment and how it works, etc. The rest of the organization still sort of thinks that the assessment committee takes care of it. The blank stares—From the clinic side-they do sort of 1 on 1 with students so hard to get them to do student learning that is measureable. We know there is teaching going on but capturing the learning is hard. Data looks like we are not making progress—has remained the same over several years

# Points of Pride and Challenges

- People don't see themselves as educators and they don't understand about learning. We think everyone is an educator and that is a hard piece to sell to some at SHS. Physician is also an educator and that is hard for them to see and hard for us to show.
- Challenge to get assessment plan reviews done—is there a way to do this that might not be the same—they are valuable and we need to do them but could we find another way to streamline



# Points of Pride and Challenges

- Compliance assist—the old sv management system was too burdensome so hope that it is better.
- Helping people see that they are educators is hard when it is not part of their frame for their work
- Working with computer center to have MILNE be a testing center
- Did a presentation with Kim Vanderlinden that is webcast across the country about how the Assessment Council works—University Professional Continuing Education Association

# Points of Pride and Challenges

- Most of learning outcomes based upon student employees. Supervisors now have a stronger and excited interest in working with their student employees
- Students are asking for more assessment about what they learned for them to present to employers—supervisors are being asked by students for this. Probably going to be using Josh's software to keep track of this.
- Presented at NASPA assessment conference—EBI had compiled a lot of data about how involvement aids in retention—Talked about what does it really mean to be involved.

# Points of Pride and Challenges

- Mind spa survey and did that three times and too some of that data to make formative changes, advertising, etc. Also doing consultations in the mind spa, etc.
- Group therapy evaluations but have not had something for the whole department— but some didn't do the group eval. Have some data about our process group.
- Interviewing assessment candidates and someone who was so into assessment. At end of this year felt like I was doing this solo again and that is hard—feels like starting over

# Points of Pride and Challenges

- David Kerr (psychology) has joined the assessment committee and he is really interested in looking at our data so that is hopeful.
- Some of our data didn't get analyzed and feels so overwhelming as starting again. Ended on a hard note for me with assessment.
- Whole idea of assessment is a cultural phenomenon—being seen as a tool and not a weapon—some good observations, etc. Also, EBI pulled out some questions and did a gap analysis between staff and students.

# Points of Pride and Challenges

- Challenges around solo efforts—some have left who were strong supporters, etc.
- Everyone covering for those who have left—having time for reflective and meaning making pieces.
- Learning more and more we are learning that we need to compare to what
- Need some common learning outcomes across the department and hopefully they will align with some of the rubric stuff
- Been a hard assessment year----

# Compliance Assist—New SV Management System

- Will be starting to do training on this system in July
- Please sign up for a spot
- Also, please amend who has access to the project site of student voice
- Add anyone else who needs access to the new Compliance Assist
- Rebecca also did a demo of the new system so people could see how it will work
- Also distributed a set of instructions on how to use.

# Cultural Knowledge and Effectiveness Rubric

**Eric presented on how his team has used the rubric and how they are beginning to map to it in their workshops**

## **Using the SA Cultural Knowledge and Effectiveness Rubric**

1. How have you used to use the rubric?

Curriculum design; Shared with students so they have an understanding of where they are headed and how it all is connected; Used to develop learning outcomes for DAS student staff; Map to current learning outcomes for educational programs - NCBI

2. If you are doing educational activities around diversity, can you efforts be mapped to the rubric? How have you done this?

Use tool to be a catalyst for intentionality for outreach programs - CAPS Could be used as a catalyst for all social justice educational efforts for the campus; Could use to inform individual counseling sessions around areas of cultural development ; Teaching tool; Could be used as an assessment or evaluative tool for individual offerings - for both individuals in reflection and evaluators ;Could be used as a program assessment tool; Inform tracking software for campus wide offerings.

3. Is there any interest in trying to map a Student Affairs curriculum for diversity education division wide?

Yes. Consider piloting within Student Affairs Yes. Needs to be a broader conversation with Susie Brubaker Cole et al. Jo might present to the Faculty Senate Diversity Committee, Rebecca to Sunil and Susie B as well as others; Using Josh's software to set up a pathway for students

# Charting our Future 2011-2012

- Where do we want to be / where do we want to go?
  - What is your greatest dream
  - What is your greatest fear/concern





# Charting our Future 2011-2012

Greatest Fear or Concern	Greatest Dream or Hope
Assessment is done for the wrong reasons (compliance vs. value added)	Assessment in Student Affairs all supports end result of the student experience.
Data is not used to make meaningful improvement	Working together with clear outcomes
Data used for punitive purposes	Effectively handle changes in culture and processes
Lack of intentionality in data collection	Integrated into the culture so much so that we don't need to talk about it and try to figure out how to get others to engage
Satisfied students that did not learn much	Part of the planning and implementation goals in Student Affairs
Assessment seen as busy work	People see the value in using assessment regularly for decision-making
Won't be able to invest the time to do this work because of other job demands	Appreciation in units for those who have led the way in assessment, active support of department heads
Lack of collaboration or consistency around assessment because of functional silos	Assessment driven by the co-curriculum and documented in student portfolios and in a division portfolio
Mandated, inflexible assessment/data collection/reporting structures	Very satisfied students who have learned a lot in their higher education experience (and we can measure the learning)
Data is collected, but just sits there	The data collected is used for conscious improvement
We won't be up to the task of sustaining assessment on campus	Data based decision-making—document, analyze and follow-through
Burn out	Satisfied students who have learned
That units will relegate assessment to grad students and consider it done	Lose fear of "finding out" that we don't do some things as well as we think

# With Our Hopes and Fears What Are We Really Saying. . .

- **Assessment must be a priority that is consistently sustained at all levels in the organization.** This is needed in order to produce useful information about student learning, services, and programs. Episodic or low priority assessment produces busy work but little that is of value to the organization.
- **Assessment must be conducted in collaboration (sharing outcomes, data and collection tools).** If we are to be a learning organization that successfully engages students then we must be collaborative in how we examine the student experience.
- **People and departments must be supported in their assessment efforts.** Without adequate resources and personnel devoted to building assessment capacity within the units, the work can only be episodic busy work.
- **Assessment must be conducted with integrity and the intention of authentic continuous improvement.** Assessment is as much a “best practice” as any other activity that takes priority in our units. Otherwise, we are only going through the motions and creating busy work for ourselves and others.

# Where do we go from here? Ideas for 2011-12 and beyond. . .

## Ideas

- Website with curriculum for orientation of assessment people
- Group of units pilot implementation of rubric and see about content validity, etc.
- Training on learning theory and how people learn
- Midyear feedback and consultation with those that did the review to have some continuity

# Ideas

- Classroom assessment techniques (DeAngelo and Cross—book—and how we might implement some of those techniques—use in assessment council
- Making assessment sustainable—creating an assessment sustainability plan
- Rubric—use with Idea Logic software
- Program for Diversity Summit—maybe on the rubric and its use
- Common language for assessment made more visible

# Ideas

- Move student employee to LGG's and use the SV rubrics and Idea Logic software
- How to do easy reporting results to constituents
- Be sure we are moving in the same direction as the SA strategic plan and how will we know
- Develop a common rubric around assessment plan review (already have this) Update rubric to fit the published format for plans/reports
- Is it time to review how we review assessment plans

# Ideas

- Coffee book club—read a book a month and meet to discuss
- How can we begin to roll up data for a division report for key learning areas
- LGG's how can they be incorporated into our plans as a focus—also the Bac Core learning outcomes—
- Partnerships in learning—intersections of learning between academic affairs and student affairs
- Bring what you are working on and have a place to consult and just talk about what we are doing—  
Maybe at least once a term in the Assessment Council meeting

# Ideas

- Maybe more assessment council meetings where we have academics come in and see how we can partner
- Dr. Roper—learning outcome achievements in the annual reports—how we have shifted what we do based upon assessment
- How is assessment being managed—how to manage it better
- Assessment council—small group work in council meeting as consultation about issues

# Ideas

- What do we need for our own sustenance—consultant? Professional development? Conference? Maybe someone to take the lead and get us organized to do presentations, attend conferences, etc. Need Rebecca to do this
- Learn to speak the academic language
- Host/plan a conference
- Could we have another retreat in January in Hawaii—maybe just a half day someplace where we can get away and think together



# Ideas

- Standing alone—how do we get more people involved—spread the load—not be isolated—feel supported
- The change process—still in the midst of a cultural shift
- Organizational change/change theory/how to understand change and how to move
- Capacity-building research
- When do we feel most energized
- Doing an assessment plan together for the division

# Short Term Plan—for summer

- Distribute notes from Assessment Council Retreat to the Council
- Devote summer meetings to setting priorities/making commitments/further planning
- Implement plans beginning fall term

