

DSA Assessment Team Minutes May 8, 2017

Present: Stefanie Baker, Amanda Dyer, Kerry Pickens, Russell Tipton, Mark Haven, Don Freeman, Jennifer Boyle, Byron Schlather, Jana Corley, Kari Keller, Eric Webb, Susan Fox-Forrester, Katie Reed, Kelly Cox, and Darby Roberts

Guest: Meredith Simpson (Office of the Commandant)

Absent: Children's Center, Disability Services, MSC, Multicultural Services, Residence Life, and Student Health Services

Department Presentation:

Meredith Simpson from the Office of the Commandant shared information about the Corps Global Leadership Initiative. There are 3 trips each spring; 26 students per trip for a 74 total with a 100% response rate.

Assessment Methods:

- Pre-Trip - survey, observation, presentation rubric
- During Trip - focus group and low stakes writing
- Post-Trip - survey, observation, presentation rubric

Highlights:

Almost 40% of the cadets were first-time international travelers when going on this trip. This changed the expectations and programs for the trips.

Using Assessment Results:

Pre-trip group work change - how they get prepared for the trips and provide additional pre-trip cultural experiences. Added time for reflection during the trip, especially during breakfast. Added a post-trip ambassador role.

Project Reflection:

Focus on quality of the responses from all participants. Change the delivery method of the writing prompts. Giving students choice on method of reflection - videos, brief, Twitter - if you could hashtag what today was, what would it be?

Questions:

Have you thought about doing a follow-up assessment longer term after the trips? Yes, have discussed it, but haven't implemented anything yet.

A-Team Reflection:

How do you get leadership support and resources to help with assessment efforts?

- Leadership is already supportive
- It can feel like we have too much data and not always sure what to do with it - finding priorities.

Discussion:

- Assessment Planning and Working with Your Department:
 - Distributed the assessment planning worksheet; which is similar to the circular model SLS often uses, but slightly different and includes some considerations.
- WEAVEonline:
 - We walked through entering findings - align it to the target and include your actual data.
 - Select if the target was met, partial met, not met, or not reported this cycle.
 - You can add an action plan, especially if your target was not met or partially met. Be sure your action plan is aligned to the finding. Focus on what change you are making based on the assessment results. Include a timeline for the action and who is responsible for it, using positions rather than names.

- The analysis questions have been changed for this year. The first one is about what process was used to determine the action plan, the process, why you came up with it, why you decided who would be responsible, etc. The second question is about an update on previous action plans and lessons learned or what the department learned or will do differently next time.
- Added associations for this year out of the President's Office based on the seven areas of the institution of the scorecard. You can make associations if you want, but you do not have to do this.
- Rubric being used by the Office of Institutional Effectiveness and Evaluation - this will be used again for the 2016-2017 assessment plan when it is reviewed in the fall. Be sure to look at the rubric and feedback from last year to apply for this current cycle. The report for the 2015-2016 cycle can be found in WEAVEonline under the document management section. The Vice-President has said that he doesn't want to have any "needs improvements" for any department. Findings are due July 5...but can be put in earlier. Be sure everything is marked final throughout WEAVEonline.
- Campus Climate Data:
 - Analysis from the 2015 SERU, looking at just the College Station students was shared. This was used rather than administering another survey with students. The ethnic origin matches closely to the student body.
 - "I feel that I belong at this institution" (very satisfied to somewhat satisfied) - there are differences between different ethnic groups. The lowest score was from International student.
 - "Knowing what I know now, I would still enroll" (very satisfied to somewhat satisfied) - again, differences by ethnic groups. The lowest score was from Asian students.
 - Non-majority students perceive and experience a different climate than majority students do.
 - "Students of my race/ethnicity are respected on campus" - the lowest group was Black/African American. This continued with other categories such as gender, sexual orientation, political beliefs, religious beliefs, etc. In all cases, the minority group did not feel as respected as the majority group.
 - Minority groups were also more likely to rate that diversity was important to them, compared to majority groups.
- Assessment Team Assessment:
 - We asked assessment team members to take a couple minutes to provide feedback on their experience with Assessment Team and what activities should be started, stopped, or continued.
 - Results will be used to plan meetings for the upcoming academic year.
 - The results will also be shared with the Assessment Team later in the summer or early fall.

Announcements:

- There are a few spots left for Assessment Boot Camp; registration closes on Monday, May 15.
- Look at SLS's website for updated reports that have been added.
- The SERU is still open - encourage students to take this.

Department Takeaways:

- Jerry has some homework and he is presenting at the next meeting.
- Remind staff (again) of deadlines and share the rubric with staff.

Next Meeting:

The next meeting will be on June 12.

- Department presentations will be by Veterans Resource and Support Center and Student Counseling Service.
- The reflection question will be "What are some creative ways for sharing data or information that you or staff in your department have used?"