

## **DSA Assessment Team January 8, 2018 Minutes**

**Present:** Stefanie Baker, Raye Leigh Stone, Heather Bennett, Jana Corley, Kerry Pickens, Judd Moody, Russell Tipton, Marisa Suhm, Mark Haven, Debbie Almond, Jennifer Boyle, Ligia Perez, Byron Schlather, Darby Roberts, Kelly Cox, Susan Fox-Forrester, Eric Webb, Kari Keller, Paul Harwell, Kristie Orr, Carol Binzer, and Jerry Smith.

### **Welcome Back to the Spring Semester**

- Farewell to Paul Harwell, who will be moving to Harvard. Kristie Orr and De'jon Diggs will be covering the Assessment Team the remaining year.
- Welcome back to Stefanie Baker coming back from maternity leave.
- Announcement – Koldus 144 has been renovated and is finished.

### **A-Team Reflection**

How do you engage students to be involved with assessment? If you do not work directly with students, how do you engage students to be involved with your assessment results?

- Carve out time for them at work for student employees and those in High Impact Practices.
- Secret Shopper program with students going to different areas.
- Training RAs and sharing information with student staff.
- Include findings in email messages to students.
- Incentives or prizes.

### **Department Presentations**

#### Music Activities

Russell Tipton presented on ensemble assessments. To do this a rubric is used at three times - preliminary assessment (first week or two in September), benchmark assessment (completed in December), and final assessment (in May at the end of the year). The final assessment is used to determine musical growth. The results are used to help all the ensembles progress through impactful adjustments to the approached used. The assessment has helped organized their rehearsal plans throughout the concert cycle. There have been some challenges in creating a one-size fits all for different musical ensembles and student turnover in the ensembles.

#### Becky Gates Children Center

Debbie Almond presented on one of their goal to provide parent education and involvement opportunities. A family advisory board was established as well as family workshops and events. The family advisory board was created in fall 2017 and reviewed the results from the Parent Program survey completed in spring 2017. The board has 24 members. Created surveys to assess the family workshop series, which was conducted in the fall 2017. Had a 30% response rate to determine top topics to cover during the series. Results were used to develop workshops, one in the fall, the spring, and summer. The first workshop was held in the fall semester. The plan was to distribute a survey after the first workshop, but that did not happen in the fall semester. That will be worked out so it happens for the future workshops.

### **Discussion**

#### Transformative Learning/High Impact Practices

Eric presented on Transformative Learning/High Impact Practices. High Impact Practices are opportunities that challenge students to think deeply and broadly from experiences that promotes growth and development. HIP characteristics include:

- Devote considerable time and effort to purposeful tasks.
- Interact with faculty, staff, and peers about substantive matters, usually over extended time.
- Experience diversity through contact with people who are different than themselves.
- Receive frequent feedback about their performance.
- Integrate, synthesize, and apply knowledge in different settings.
- Understand themselves in relation to others and the larger world

There are 40 HIPs in the division. Some examples in the division include student employment (Aggies RISE), substantial leadership experiences (organization executive team and department peer mentors), and long-form programming/experiences (international travel, learning communities, high strutted student groups). Based on the OIE&E's former student survey, 82.6% of former students indicated they participated in a student organization; followed by 52.1% reporting participation in internships. HIPs provide a vehicles to articulate the value of DSA in a student's experience. Departments can apply through MaroonLink by May 30.

### Using assessment results

Kelly talked about using assessment results and how Assessment Team members can work with staff in their department to utilize assessment results. If assessment results are not going to be used, one should think about if the time should be spent doing the assessment. Assessment results should be used to make changes and improvements. There are a few things to consider on how to use assessment results, although this is not a complete list.

- Did you hit your target?
  - What is the purpose of the program or service?
  - How do you define success?
  - What were your targets?
  - Are you satisfied with the results?
- Make time to reflect!
  - Take time to reflect on the results – usually you need to really block time or schedule a meeting with this as the agenda
  - Are there others on the team you should talk with? (supervisor, students, staff or stakeholders, etc.)
  - What did you do well? How do you know this?
  - What do you need to improve on? How do you know this?
  - What stood out from the results?
  - In developing a plan or changes remember to keep it manageable, meaningful, and measurable
- Do you need to dig deeper?
  - You may have to look at a combination of information or results to fully understand what is happening or what changes to make.
    - What did the formal assessment results say?
    - What did you or others observe?
    - What was the feel or mood of the program or service?
    - Don't forget to consider any political elements that could be happening
  - You may also need to look at information in a different manner – especially to understand differences in the experience of student groups
    - Do you have any response bias? What does that mean or how could you look at that?
    - Do you get the same general results for all student populations or are some populations having a different experience?
- Making changes!
  - Reviewing the assessment results is not meaningful – making changes based on the assessment results is meaningful.
  - Don't just keep the program/service the same – strive for continual improvement!

### **Announcements**

SACS COC decided that support units do not need to follow the same system as academic units. All units must provide documents of doing and using assessment. OIE&E has said we could use WEAVEonline but we do not need to do it. Student Life Studies is advocating that DSA uses our annual reports for reporting. This does not mean you do not do assessment, it means that you won't enter in WEAVEonline and fit into that cycle. This is getting final approval from the OVPSA. Again, everyone will continue to do quality assessment and doing the same things you would be doing, but the reporting may look different.

**Reminders and Due Dates**

- The next meeting will be February 12; the reflection question will be: What is your (or staff in your department) most effective method of sharing assessment results with stakeholders?
- Future Assessment Team meetings: February 12, April 9, May 14, June 11, July 9, August 13