

**DSA Assessment Team Minutes**  
**July 10, 2017**

**Present:** Jennifer Boyle, Eric Webb, Judd Moody, Susan Fox-Forrester, Don Freeman, Kerry Pickens, Katie Reed, Mark Haven, Jana Corley, Carol Binzer, Kari Keller, Amanda Dyer, Raye Leigh Stone, Kelly Cox, Darby Roberts, Paul Harwell, Stefanie Baker, and Debbie Almand

**Guest:** Kalyn Clark (MSC)

**Absent:** Corps (department retreat), Multicultural Services, and Music Activities (department retreat)

**Department Presentation:**

MSC:

- Raye Leigh Stone and Kalyn Clark presented on the NACA Next project with the 26 MSC student leaders.
- The project focused on the top 10 skills employers were most interested in. The survey included 10 rubrics for these 10 skills.
- The student leaders complete the survey on themselves and then the advisor completes it as well. This is done twice, pre-assessment at the beginning of the term and the post-assessment at the end of the term.
- A report is created through NACA Next for the advisor and student leader.
- Based on the advisor pre- and post-assessments, 76% of MSC officers increased their rating by one step in their decision making/problem solving.
- It was the first year doing this method so there were several challenges.
- Getting all advisors to complete the assessments in a timely manner.
- Need to discuss more about how student leaders taught other students when they were rated 4+ ranking.
- Wanted to use it with the student employees as well, but there were several challenges with this group.
- This project allowed advisors to learn more about the incoming student leaders and for students to integrate their learning in different areas.
- Timing was a challenge during the year and creating the time to complete the assessment twice a year.

University Art Galleries:

- Amanda Dyer presented on the Small Museums Accreditation Academy that UART has been involved in with J. Wayne Stark Galleries.
- It is a year-long experience for small museum who aspire to be accreditation.
- There were 8 modules to complete over the course of a year, about one module per month.
- Each module included readings, webinars, and activities.
- Staff from both Stark and Forsyth Galleries worked with the modules because the goal is for both galleries to be accredited.
- The results have been used to finalize various documents to be ready for accreditation.
- A&M was part of the first cohort for this assessment experience. After this first cohort AAM determined a few changes to be made for the future.
- From going through this process, both museums are on track to apply for accreditation in 2018 and 2019.

**A-Team Reflection:**

What are some creative ways to do assessment that you or others in your department are doing (or have done)?

- Net promoter scores from students at different key points to understand their experience. A new way to get information for the department.

**Discussion:**

*Helping other staff in your department with assessment aspects.*

- Eric shared information about writing learning and program outcomes and identifying assessment tools based on the outcome.
  - Outcomes should be aligned to a departments' mission.
  - Program Outcomes - customer feedback, production over time, effectiveness of programs and services. Learning outcomes focuses on what students (or the audience) will learn from an experience.
  - ABCD model - audience, behavior, condition, degree
  - Translating to WEAVEonline - outcome is a little more generic, the measure is more specific of what will be done, and the target is what you want to reach.
  - Program outcomes should be more than a yes/no response and within the departments' scope of control.
  - Learning outcomes should be aligned with the A&M learning outcomes when applicable.
  - Learning outcomes should avoid vague verbs - students will learn, will understand, etc. How are you going to measure that?
  - Program - focus on department objectives
  - Learning - focus on individuals after some intervention or experience by the department
  - What is the difference between goals and outcomes in WEAVEonline?
    - Goals may be larger and overarching in focus.
- Assessment Tools
  - Direct assessment is students demonstrating a skill/knowledge/learning.
  - Indirect assessment is a self-assessment of students saying they know a skill/knowledge/learning, but maybe they do or maybe they don't.
  - Questions to consider when deciding what assessment tool to use.
    - What information do I need to make a decision?
    - Do the data already exist?
    - How much time do I have?
    - How many people do I need to hear from to "know" the answer?
    - Is any of the information I need sensitive?
    - Am I measuring learning or knowledge?

**Announcements:**

- Findings were due July 5 - be sure to get that finalized
- Action plans and analysis questions are due August 1.
  - Student Life Studies will be reviewing plans after this August 1 deadline when plans are complete.
  - Any department who was going to have their assessment plan reviewed by Katie, it will now be reviewed by Eric.
- Strategic plans and contributions to those for each department are due on July 24.
  - This is different than the annual report metrics.
  - Darby will send these out to everyone to make sure everyone has the most recent document.

**Next Meeting:**

The next meeting will be on August 14.

- We will not have any department presentations.
- The reflection question will be "If you had to share two pieces of "must know" words or advice about assessment, what would they be?"