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?”