

## **DSA Assessment Team September 11, 2017 Minutes**

**Present:** Jennifer Ford (for Stefanie Baker), Raye Leigh Stone, Amanda Dyer, Heather Bennett, Carol Binzer, Jana Corley, Kerry Pickens, Judd Moody, Russell Tipton, Marisa Suhm, Matt Holmquist and CJ Jason (for Mark Haven), Jerry Smith, Debbie Almond, Byron Schlather, Darby Roberts, Kelly Cox, Susan Fox-Forrester, Eric Webb, Kari Keller

**Absent:** Disability Services, Student Activities

**Guests:** Noelle Pease, ODSL

### **Overview of DSA Assessment Team**

Student Life Studies sees the Assessment Team as an advisory committee with SLS as well as a liaison for your department on assessment related topics. Each department has a representative on the Assessment Team.

#### Logistics of the Committee

- Meeting invitations were sent out to all committee members; the meetings are the 2nd Monday of the month from 3:00 - 4:30 pm. If you are not able to attend, please try to send another staff member in your place.
- Agendas are similar each month - reflection questions, department presentations, and discussion topics.
- Minutes from the meetings are sent out after each meeting.

### **A-Team Reflection**

#### What is your favorite online assessment resources?

- eLearning - can score students work and you don't have to be connected with an official class to set it up
- NACA Next - career readiness of top 10 skills employers look for in
- EBI (now called Skyfactor)
- [Lynda.com](http://Lynda.com)

#### If you don't have a favorite, what online resources would you like?

- Onboarding processes, especially for student employees. There is now a mandatory new staff orientation to help with the onboarding of staff.
- Fact page that is not buried in reports - student trends
  - Eric showed the website [accountability.tamu.edu](http://accountability.tamu.edu), which has student metrics data
- Creative ways to make reports with pictures and more interactive, but keeping it professional

### **Department Presentations**

#### Presentation Framework

- Each department presents once a year on one assessment project.
- The presentations do not have to be formal and is only 10 minute.
- As part of the presentation, describe the project, what you did, what you learned, what worked well, or what challenges did you have?
- The presenter can be you or someone else in your department; if you bring someone please be sure you invite them to the meeting.
- Kelly sends out a template a couple weeks prior to the scheduled meeting to walk you through the structure; however, you do not need do a PowerPoint.
- The sign-up sheet went around and all departments signed up
  - Kelly will be following up with those departments not at the meeting.
  - A final schedule will be sent out after all departments are signed up.

## Student Life Studies Presentation

- Darby presented on the student employees assessment done last year in Student Life Studies.
- We have four student employees - 2 student assistance and 2 GAs.
- We planned to interview each employee to ask about what they learned from their employment. However, we ended up doing a 2-question electronic survey.
- We had a 100% response rate (n=4).
- We had the following highlights from our results:
  - What have you learned? Employees said time management, working with others, complex problem solving, multi-tasking (project management) and critical thinking.
  - How will you apply what you learned? Students told us communication with professional/office staff, multi-tasking/scheduling, focus on quality, synthesizing complex output, and statistical knowledge.
- We shared the information with all full-time staff, especially supervisors. We discussed it in a staff meeting and included it in the department's assessment plan.
- How will the information be used? We will make what students learn more explicit, tie what students learn through their employment to the undergraduate learning outcomes, and include more time for reflection.
- We learned that we did not get things in order to do the interviews and need to do a better job of setting deadlines to plan the assessment.

Q.) Did you evaluate the quality of the students' responses? Should departments do more about scoring the quality of the reflection? A.) You could, we did not do that. If we did the interviews as was planned, we could ask follow-up questions to dig deeper for maybe better quality. We did not develop a rubric or a scoring process for this assessment.

Q.) If this is in WEAVE, what does it look like? A.) It is in our department's assessment plan. The outcome was related to student employees learning from their employment and associated with lifelong learning. Since we did not know if students would learn about something such as communication, we did not select other learning outcomes. Our target was that 100% of our student employees would be able to articulate at least one thing they learned through their employment with us and how they have or could apply that knowledge in a different context. In our finding we indicated that 100% were able to do these two things and then shared a few examples of what they learned and how they have or would apply that.

Q.) Is there a step beyond learning skills such as time management, communication, customer service that departments should be doing? A.) That is really up to the departments and what those positions involve. You can determine the appropriate student learning outcomes for your position. We do recommend starting with the undergraduate or graduate learning outcomes in terms of what they may be learning from different position.

## **Discussion**

### Results from Start, Stop, and Continue

- Kelly shared the results from the Start, Stop, Continue assessment done during the May Assessment Team Meeting. Results will be sent to Assessment Team members electronically.
- Generally staff members were positive about the presentations and reflection questions, which were two areas SLS was looking for.
- Additionally, staff were positive about their level of knowledge in writing a quality assessment plan. However, staff were a little less comfortable in working with staff in their department on the assessment plan.
- SLS uses the information from this exercise to create agendas for the committee meeting throughout the year and try to do as many topics as possible.

Q.) What changes are being made with the assessment results? A.) Less in terms of changes, but results are being used to develop topics for future committee meetings, such as sharing information about different assessment reports (Weave, annual reports, strategic plans, scorecards, etc.), using assessment results, and sharing assessment results. We are adding important dates to the bottom of the agenda and minutes, which as suggested.

- Suggestion - Have a meeting to get feedback from OVPSA on how they use the assessment results. This is being worked on, but a date has not been set yet.

## DSA Assessment Planning

- Kelly talked about the DSA assessment planning process, which has been going on for the past four summer.
- This process was set in place to help SLS know what projects to expect and approximately when to better serve all clients. It was also developed as a way to keep directors informed of the assessments being done for their department, and so the directors have a little more say in if projects are done or not.
- If a department wants to do an assessment project during the year that was not included in the list, this is fine. SLS will include the director to ensure it is an approved project.
- Kelly shared some stats based on information from all the departments. This information will be sent to Assessment Team members electronically.
  - There were a total of 251 projects listed from all departments. This number has increase every year over the past four years the information has been gathered.
  - 40% of all projects are expected to be administered in the spring (January – May).
  - Just over half of all projects (51%) are expected to be surveys.
  - Of the 251 projects listed, 75% anticipate coming to SLS for assistance.

Q.) Who are the counterparts for our department for other areas of campus? A.) Academic areas would go to the Office of Institutional Effectiveness and Evaluation.

## Working with Student Life Studies

- Susan shared some basics of working with Student Life Studies. This information will also be sent to Assessment Team members electronically and can be shared with all staff in your department.
- Is the project on your departments' assessment plan submitted to Student Life Studies? If not, your director would need to approve the project.
- You'll complete the Assessment Questionnaire (AQ form) online - this provides us some basic contact information and a little about the project you are wanting to do this. This helps Student Life Studies in offering ideas for your assessment and make sure you are getting the data you want to gather.
  - Please submit forms at least a week
- Once the form is submitted, Student Life Studies will contact the person submitting the form to get started.
- What can SLS do?
  - Consulting to discuss a process or give feedback on assessment questions even if SLS does not design the instrument
  - Develop surveys - paper and electronic
  - Create rubrics
  - Administer focus groups
  - Pull demographics and persistence data; this information is based on student UINs you provide
  - Analysis data – quantitative and qualitative
  - Write reports for you on the results, if needed
- If you are doing the same project from one year to the next, we ask that you submit a new AQ form and we will create the form again so we have a clean database for this year.
- The assessment process is on the home page of our website; or you can get to it directly at <https://doit-apps.tamu.edu/slsform/>.

## Wrapping up Assessment Plans

- SLS reached out to departments this week if something is missing; there are still several who have work to do.
- Common areas we are seeing for departments to check or to work on:
  - Contextualize your target and finding – why did you select the target you did or why are the findings important?
  - Focus on the analysis questions. Based on these findings, we learned this, and we are doing this. The first analysis question is more about the decision making process that was being used.
- Be sure everything is marked final and end anything in this cycle if you do not want it to move forward.
- Finish plans now! The cycle closes on October 6, and then you are not able to edit anything in this plan. Also remember the system gets slower as the due date approaches.
- The OVPSA has said that they do not want any "mauve" or needs improvement when reviewed by OIEE.

## **Announcements**

### Assessment Training Series

- We are making changes to what we have done in the past and not offering these workshops this year, but will put more trainings on our website with information when you need.
  - However, if a department needs us to come in for an in-person training, we would do that based on what a department requests.
- We will continue offering Assessment Boot Camp in the summer.
- We are exploring the options of an extended training such as 3 hours on a couple different topics. The idea would be to have more activities and information.
- Feedback from Assessment Team:
  - Early December - right after Thanksgiving
  - Bring people together to work on their assessment projects
  - Office hours - 1:1 with SLS staff...you bring a laptop to work on something, but we would have staff to help with it (Assessment Study Hall)
  - Look at offering at different spaces - White Creek, Koldus/MSC, etc.

## **Reminders and Due Dates**

- The next meeting will be October 9.
  - The reflection question will be: Share an example of how you have used assessment to make a decision.
- Future Assessment Team meetings:
  - October 9
  - November 13
  - December 11
  - January 8
  - February 12
  - March 12
  - April 9
  - May 14,
  - June 11
  - July 9
  - August 13.
- October 6 – deadline for the 2016-2017 WEAVEonline.
- December 20 – deadline for the DSA Annual Reports.