

## **DSA Assessment Team Meeting Minutes**

### **December 9, 2019**

**Present:** Miles Rucker, Debbie Almand, Byron Schlather, Cameron Baker, Raye Leigh Stone, Huanshu Yuan, Stefanie Baker, Alyce Odasso, Mark Haven, Jennifer Boyle, Kelly Cox, Susan Fox-Forrester, Eric Webb, Ligia Perez, Jana Corley, and Ashley Drake

**Absent:** Disability Resources, Music Activities, Residence Life, Student Health Services, University Art

**Guest:** Dr. Tearney Woodruff, Student Activities and Sarah Beth Heiar, Offices of the Dean of Student Life

#### **Discussion:**

##### Assessment Panel on Using Direct Assessment Methods

- Our panel consisted of three staff members who have administered direct assessment methods through their programs.
  - Dr. Tearney Woodruff, Student Activities, discussed the use of rubrics with students in the M&W program.
  - Sarah Beth Weiar, Offices of the Dean of Student Life, shared how they have used a survey to “test” students’ knowledge after completing the Alcohol Education Workshop.
  - Susan Fox-Forrester, Student Life Studies, talked about the department using a rubric with student employees writing reports.
- What worked well with their assessment efforts?
  - Asking questions based on two scenarios provided good information to help improve the workshops.
  - It also served as a training tool to provide feedback to students on reports they wrote.
  - Provided great data on students’ development and providing feedback to students helped with the learning.
- What challenges did they face with their assessment efforts?
  - Students attending the workshops are sanctioned through the conduct process so not all students are happy about being there; this comes through on some surveys. It also is hard to know if students really changed their behavior as a result of the workshop.
  - The first rubric did not match up well and not all the categories fit well for the types of reports the students were writing.
  - A rubric was necessary to use with so many coaches working with students, but calibrating that instrument was challenging. Even with training coaches and giving them practice of using the rubric accurately, it did not always happen when coaches were working with their student. However, this served as an opportunity to work with coaches individually in providing feedback to their student to help the students improve their ability to reflect. Another challenge was what to do with so much data, especially with so much qualitative data.
- What data have they been able to collect from their assessment?
  - The scenarios were the most helpful of all the data collected to understand if students were really understanding the content of the workshop and how to apply it with drinking situations. This led to making some changes to the content and in how the questions are asked on the survey.
  - The data from the rubric helped guide students work as they could take feedback from one report and apply it to other reports. It got to a point that the process provided less meaningful data because student employees often stay in our office for two or three years so students would level off, usually on the higher end of the rubric, after being with the department for awhile.
  - Are able to see that students are developing through the M&W program and they learn to reflect well. When a committee reviews students’ application and where the student is on the LID model and then again at the end when students are presenting their capstone project and exit interview using the LID model to see where students after the program.

- What advice or recommendations would you give others considering doing a direct assessment method vs. an indirect assessment method.
  - Keep it short, sweet, and simple; focus on what is most important to learn. We cover a lot of content over the 2-hour workshop, but the assessment focuses on a couple key areas.
  - Allow plenty of time for the initial planning of using a direct assessment method; it can take longer than you might expect.
  - Make the assessment part of your current process so there are not extra things to do. Also be sure to align between what you want to assess, what the students' experience includes, and what you actually do with the assessment.

#### **Announcements:**

- You should have feedback from SLS on your 18-19 assessment plan and the assessment reflection and closing the loop form; **please review this feedback, make any edits to your forms, and submit them in AEFIS by December 20.** This will send them to OIEE.
  - After this step, you are done with your 18-19 plan!
- You should have feedback from SLS and OIEE on your 19-20 plan. It would be good to review this; but nothing for this plan will be due until the fall semester when you will enter your findings and data-informed actions.
- Past assessment plans from WEAVEonline are now available in AEFIS. To get to those go to "my data collection form" and filter by completed forms.
- January 7 is the deadline to let Darby know if you have an assessment project that a SAAHE student could do for you in the spring semester.
- The SERU will be administered in spring 2020.

#### **Reminders and Due Dates:**

- Upcoming meetings: January 13, February 01, March 9, April 13, May 11, June 8, July 13, and August 10
- Upcoming due dates:
  - Submit final 18-19 finding, actions, & reflections in AEFIS by Dec. 20