

DSA Assessment Team Meeting Minutes

October 12, 2020

Present: Miles Rucker, Debbie Almand, Byron Schlather, Frank Wood, Carl Ivey, Rick Greig, Huanshu Yuan, Russell Tipton, Stefanie Baker, Alyce Odasso, Maria Baez, Mark Haven, Gabby Tharpe, Jennifer Boyle, Judd Moody, Darby Roberts, (Kelly Cox), Susan Fox-Forrester, Eric Webb, Ligia Perez, Heather Bennett, Ashley Drake,

Absent: UCEN and Disability Resources

Guest: Dr. Gavin Henning, Alicia Dorsey, Elizabeth Piwonka, Ankita, and Kimmy Clough

Welcome/Introductions

Welcomed Dr. Gavin Henning, who indicated Dr. Ann Lundquist was unable to join us
Welcomed additional representatives from OIEE.

Guest Speakers: Dr. Gavin Henning on Equity-Centered Assessment

Questions and observations about key concepts from the video and blogpost

- Involve students in development and practice of assessment
- *How do we involve students in developing student learning outcomes when we follow the UG SLO set by TAMU?* Gavin indicated involve students in lower level program and activity SLO development. And at institutional Level. Alicia instructed us on how OIEE asked students how they defined critical thinking and compared that to how the UG outcome defined it. Gavin talked about identifying who we are doing the assessment for; if for students do we involve students in that assessments?
- *How do we assess smaller populations of students on campus when they are reluctant to identify, or identify but weary of being asked for their input as representative of that smaller number identity?* Gavin suggests emphasis on importance of their voice, but not rely on them all the time to do the back-work? Use more qualitative assessment – get them to tell their story.
- *Large Climate Assessment – how do we honor the equity-minded assessment?* Gavin's response was where can we involve students in the process? How can we involve students after or as data are analyzed and findings are used? Maybe using small focus groups will help determine how to use findings.
- *"No harm" reference:* Assessment can perpetuate status quo, results that may perpetuate biases, etc..
- *How is the best way to represent all students within our assessments?* Gavin recommends qualitative methods, snowballing surveys when there are large numbers of students, but still be aware of effect of intersectionality.
- *How do we use these equity-minded assessments principles in practice?* Thinking beyond the numbers, and adhere to ethical practice of using the data and let students know how their input has been taken into consideration and changes. Ethically, we are accountable to use assessment results.
- *How do we hold senior administrators accountable for using the data/results of climate assessments?* Assessment is a political process and assessment can be considered as a change management process. What will get administrators to move? Tell the story behind the results; benefits of qualitative assessment as the stories pique emotions that will motivate those who can facilitate the change to do so.
- Gavin's recommendation for reading: "Research is Ceremony" by Shawn Wilson will shift your thinking around assessment, to engage and progress towards equity- minded assessment.
- Tying information to findings to put in your assessment plans and disaggregating the data. What other ways as you develop your plans can you take into account equity minded assessment

Discussion:

- Assessment during COVID-19
 - Not necessarily changing the assessments, but expect results to look different.
 - Factoring student experiences of students not physically but virtually involved.
 - Baseline in effort to measure hybrid experiences, what to move forward doing.
 - Things will be different this year, and that's ok.
 - Can we (assessment team) come up more global and qualitative assessments? Eric Webb spoke about Committee on Student Learning working towards curriculum mapping DSA departments and their connection to specific University learning outcomes.
- Division-level assessment projects
 - Potential multiple-department assessment projects
 - Interest in division-wide student assessment results, if so, what topics
 - Student leadership experiences and learning
 - Student worker/student employees experience and learning
 - How departments might use information or what type of information would departments use to make changes?
 - Find out from students what they see as needed going forward; "students what do you need from us?"
- DSA needs assessment with staff – Darby reviewed
 - Administered every 3 years with DSA staff
 - Anything the Assessment Team would like to know
- Student Life Studies updates
 - SLS will highlight data that relates to department assessment plans as we report feedback back to departments

AEFIS Updates / Questions:

- Feedback from Student Life Studies on 20-21 assessment plan
 - Make edits and submit your final plan in AEFIS by November 20; even if you are not making any edits, you need to go into AEFIS and submit your plan
- Findings and actions for 19-20 assessment plans are due October 31.
 - When you submit it in AEFIS, your plan will come to Student Life Studies for review.
 - Student Life Studies will get you feedback by November 20 and you will be able to make edits before submitting your final plan, which is due December 18.

Announcements:**Reminders and Due Dates:**

- October 26: DSA Annual Reports are due
- October 31: 19-20 Findings and Actions are Due in AEFIS
- November 20: 20-21 final assessment plans must be submitted in AEFIS
- By November 20: You will receive feedback on your 19-20 assessment plan
- December 18: 19-20 final assessment plans and the assessment reflection/closing the loop form Must be submitted in AEFIS