# **A Team Agenda September 8, 2020**

## **Participants:**

Albert Angelo, Amanda Ferguson, Daria Graham, Jackie Valera, Jacob Chacko, Jason Wimbley, Ashley Waterson, Jennifer Mersman, Judy Sylva, Lisa Root, Natalie Cleary, Pamela Moses, Roger Woosley, Shelby White, Veronica Guzman

See [here](https://teams.microsoft.com/l/file/2DDB6B57-3711-4DAD-8444-0FF2DC82F4A0?tenantId=d73b9eaa-07c9-47c4-a6ce-f13bee0e8117&fileType=docx&objectUrl=https%3A%2F%2Fcsusanbernardino.sharepoint.com%2Fsites%2FStudentAffairsAssessmentCommittee%2FShared%20Documents%2FGeneral%2FZoom%20Recordings%20A_Team%20Meetings%202020.docx&baseUrl=https%3A%2F%2Fcsusanbernardino.sharepoint.com%2Fsites%2FStudentAffairsAssessmentCommittee&serviceName=teams&threadId=19:5aa3b3f1220248ee8ec0507bd6568bbe@thread.tacv2&groupId=356f5a48-7252-4a7f-8d52-5884c75aa0f7) for Zoom recording

Agenda

1. Updates:
   1. Welcome and introductions to University Programing Assessment Workgroup members: Jason and Ashley
   2. Welcome and introductions of Roger to the A Team
   3. Re-ordering modules in assessment credential to align with division needs
   4. Remember to sign up for Pawz for learning and capitalize on assessment credential
2. Assessment Credential Training: The Culture, Ethics and Politics of Student Affairs Assessment (32 min). [Recorded Lesson  - The Culture, Ethics and Politics of Student Affairs Assessment](http://www.campusintelligence.com/recorded_webinars/culture-ethics-and-politics-of-student-affairs-assessment/). Click [here](https://baselinesupport.campuslabs.com/hc/en-us/articles/115005509706-Assessment-Credential-Curriculum) for curriculum if the link to video has to be requested through campus labs.
   1. Discussion: appreciated acknowledging the politics of assessment, reducing bias in outcomes and measurement of them. Consider posting on DSA Assessment Website (outline for website content uploaded in Teams)
3. Revisit Committee Goals

**Build and strengthen a division-wide culture of assessment with a commitment to continuous improvement and evidence-based decision-making.**

Objectives and measures for next 3 years

Table combines info from today’s training video, input from DSA townhall September 3, and brainstorm session we engaged in as a committee on June 2.

|  |  |  |
| --- | --- | --- |
| **Info Source** | **Evidence** | **Measure** |
| **Anne’s Slides** |  |  |
| use data to make decisions (see also Townhall) |  | Closing the loop field in reporting (#) |
| Assessment is not an “add-on” to staff responsibilities ( | Assessment expectations in job descriptions and onboarding | Number of job descriptions (#)  Expectation mentioned in onboarding (y/n)  Staff survey |
| Advancing student learning is central |  | Rubric rating |
| Resources are dedicated to assessment |  | Rubric rating |
| Identify goals of programs |  | # of unit/programs with articulated goals |
| Appreciate multiple forms of assessment |  | Staff survey |
| Put someone in charge of assessment |  | Yes/no |
| Report results |  | Quality of reporting in Campus Labs. Outcomes vs. Activities |
| Devote discretionary resources to assessment (see also townhall input) |  | Budget line count |
| Reward assessment with resources |  | Staff survey |
| Celebrate accomplishments |  | Staff survey |
| **Townhall input** |  |  |
| Use of common language |  | Assessment glossary created, adopted, understood (website, survey)  Committee reviewing areas to see if it is being utilized  Planning Module in Campus Labs, accuracy of responding to prompts in each field |
| Uniformity across departments | Staff perceptions  Systems and procedures | Survey  Utilization rate of Campus Labs Reporting Module |
| Department morale | Staff perceptions | Survey |
| Timelines for Measurement |  | Division Level Assessment Plan |
| Understanding of assessment plan and process  Division has understanding of definitions  Every unit sees a place in division assessment plan  Consistency across the division | PD and workshops on Division Level Assessment Plan | Learning outcomes for PD/workshops à survey on retrospective pre/post |
| Execute Assessment Plan | Documentation of steps through assessment cycle  Performance indicators adopted | # of units/departments/programs implementing |
| Use qual/quant evidence in Assessment Plan |  | # |
| **A Team Goal/Objective brainstorm** |  |  |
| People having an accurate picture of what an impact assessment looks like | PD, communication, assessment 101 | Learning outcome for training, retrospective pre/post |
| Culture of evidence has feedback loops; not just using tools, but looking at them for planning (see also Anne’s slides and townhall). | Understanding of assessment cycle  Evidence that stages are implemented | Set assessment seasons by assessment plan (plan, do, check, act))  Documentation throughout assessment cycleà reporting in Campus Labs |
| Having valid assessment cycles in each department; having people who know how to create an assessment cycle timeline for the year | Ditto | ditto |
| Assessing meaningfully, routinely, developing a timeline that includes feedback | Ditto | Ditto |
| Having some consistency when we accomplish our assessments and report them back would be useful. If everybody knew that march is when we’re going to be turning in our assessments in our departments and planning for the next year. Know what’s coming and when it’s coming. | Assessment Cycle/Seasons adopted | Division Level Assessment Plan  Survey on implementation of assessment plan (after 2 or 3 years) |
| Streamline surveys in concert with IR and seasonal surveys | Planning and collaboration, synchronizing | Division Level Assessment Plan |
| Culture of evidence has assessment training embedded into the onboarding process. Everybody should have this baseline level of assessment for any level that you’re at. Sets expectation for CI as people get hired (see also Anne’s slides and townhall) | Onboarding  Training  Assessment 101 | Baseline threshold of assessment knowledge |

Synthesize and prioritize this list to inform SP goal