

# Division of Student Affairs Assessment Committee (A-Team)

# April 6, 2021

AGENDA WITH MEETING NOTES

**Participants**:

Melissa Acuna, Jasmine Bustillos, Amanda Ferguson, Jackie Gardner, Tanika Gardner, Daria Graham, Veronica Guzman, Jesse Juarez, Jennifer Mersman, Pamela Moses, Anissa Rogers, Avi Rodriguez, Judy Sylva, Ben Toubak, Conrad Valdez, Shelby White, Jason Wimbley

See Teams for [2021 Zoom Recordings](https://teams.microsoft.com/l/file/81CE3987-4F87-4F8D-9247-98A60FDCAA93?tenantId=d73b9eaa-07c9-47c4-a6ce-f13bee0e8117&fileType=docx&objectUrl=https%3A%2F%2Fcsusanbernardino.sharepoint.com%2Fsites%2FStudentAffairsAssessmentCommittee%2FShared%20Documents%2FGeneral%2F2021_Zoom%20Recordings%20A_Team%20Meetings%20.docx&baseUrl=https%3A%2F%2Fcsusanbernardino.sharepoint.com%2Fsites%2FStudentAffairsAssessmentCommittee&serviceName=teams&threadId=19:5aa3b3f1220248ee8ec0507bd6568bbe@thread.tacv2&groupId=356f5a48-7252-4a7f-8d52-5884c75aa0f7)

1. **Updates and Announcements:** 
   1. No action items from last time
   2. Welcome Dr. Rogers!
   3. Professional Development Opportunities
      1. [ACPA Assessment Institute](https://www.myacpa.org/events/saai): June 8, 15, 22 ($299 non-members)
      2. [NASPA: Virtual assessment, persistence, and data analytics conference](https://www.naspa.org/events/naspa-virtual-assessment-persistence-and-data-analytics-conference): June 26-30 ($285 non-members)
      3. IUPUI Assessment Institute: October 24, 27 (FREE!)
      4. [The Evaluator’s Institute](https://tei.cgu.edu/?utm_source=newsletter&utm_medium=email&utm_content=TEI%20Website&utm_campaign=March2017) (various courses offered during a specific time span). Summer: July 5-23; Fall: September 20-Oct 1
      5. [Claremont Evaluation Center](https://research.cgu.edu/claremont-evaluation-center/professional-development-workshops/workshop-descriptions/) (TBD, usually in August). Of note: 1) Culturally Responsive Evaluation, 2) Empowerment Evaluation, 3) Ethics, and 4) Systems Thinking, Complexity, and Evaluation
   4. Adjustment to campus labs training videos.
      1. 2 videos are deleted from the credential, one is poor audio/visual quality, cannot read the slides. The other has been removed from Anthology/Campus Labs Offerings. This leaves us space to possibly revisit the 2 trainings in Program Review that we skipped.
   5. Monthly meetings for summer
   6. Assessment happenings in your areas? Anything people want to share with the group?
      1. Jasmine: launching student employee assessment which has 20 institution specific questions. We want to tailor them to remote learning implications. There have been some concerns about collecting demographic data. We have used it to identify most/least satisfied groups within student employment program. Brought up a lack of support, brought about Pan-African
         * Tanika, for younger students can understand that they don’t want to see color with what is going on right now.
         * Amanda suggests adding to end of survey. In housing we’ll ask for student ID and IR will append demographics and then really only Amanda and leadership team can see identifying information.
         * Daria. How can we get that information that is not on the survey to feel like their voices are heard? Diversify the ways we get that information
      2. Anissa starting assessment team at PDC, getting more systematic and methodical. At some point will bring assessment plan to A-Team for feedback
   7. Judy: Summer Assessment Capability Leadership Institute (ACLI) at CSUSB/Assessment Capability Fellows Program
2. ACLI: Assessment Capability Collaborative is developing this institute to promote partnership across all campus units in assessment. The purpose is structure participation in professional development experiences around basic concepts of program-level outcomes assessment, assessment leadership, and mentor groups. Participants will develop project proposal that involves leadership in the implementation of one or more aspects of the assessment of a program learning outcome and/or an outcome related to program effectiveness. AY 2021-22: Implement project with the support of ACC mentors. Nominations from college deans for faculty to attend Summer ACLI
3. Assessment Capability Fellows Program. The Faculty Assessment Capability Fellows program provides an opportunity for faculty to accelerate the systems, procedures, and infrastructure that support growing assessment practices across Academic Programs. Faculty Assessment Capability Fellows engage in leadership, learning, and application of best practices in the assessment of teaching and learning in academic programs. Up to five fellows will be selected to participate in the Summer Assessment Capability Leadership Institute (ACLI) in June 2021. ***Information on how this will be implemented in DSA will be coming soon—currently getting the nuts and bolts approved.*** 
   1. Pamela: Employment Development Days
      1. Pamela’s workshop will focus on office/department/unit level assessment plan. Then the ACC has a joint workshop (Pamela, Judy, and Jennifer) that will people a structure for understanding assessment across the campus, seeing where you could fit in those levels and leadership roles to engage in. Pitched for people at all assessment levels. Keep a look out for registration: <https://www.csusb.edu/staff-development-center/learn/conferences-events/employee-development-days> and please pass this along to others who might be interested.
   2. Check in with Jackie and Daria on CCT
      1. pilot cohort, students will receive cords for their participation. Will be presenting to SALT.
4. **Priority levels from last time**
   1. Areas of priority: template and training on assessment plans, standard assessment training for division contingent on assessment handbook/glossary as support structure.
   2. To achieve Strategic Plan Goals 3.2.2, 3.3.1, 3.3.2 (formerly goal 2, now renumerated in Strategic Plan) meaningfully, we need to map out some competency levels before these trainings are formalized and offered at scale.
5. **Assessment Competency Framework** (see Assessment Competency Framework folder in General Files)
   1. Purpose and creation: strategic plan Assessment Goal (renumeration puts it at Goal 3 now), prioritization for content development.

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| **Steps to Rubric Development** | ***What we did*** |
| * + 1. Identify purpose and use of rubric | *determined need for a competency framework to guide assessment work at the institutional and divisional level* |
| * + 1. Define learning objectives and break those down into traits | *Articulated key assessment competencies from literature, best practices. Incorporated learning outcomes from Campus Labs Assessment Credential* |
| * + 1. Identified and labeled performance levels for each competency | *Uses NASPA/ACPA competencies to drive some rough levels of Basic (all staff, onboarding), Foundational/Intermediate (e.g., Campus Labs Assessment Credential outcomes below), Advanced (further depth in multiple areas, Assessment Fellows, ALA, other assessment leadership institutes, etc.* |
| * + 1. Created descriptions for each performance level for each competency | *Drew upon Bloom’s revised taxonomy, subject matter expertise, and existing assessment rubrics to guide successive degree of performance levels* |
| * + 1. \*Test and revise rubric | *Vet through ACC.*  *Vet through A-Team, revise, pilot*  *Vet through CLASS pilot, revise.* |

* 1. Applications
     1. Training
     2. Guide for staff to access content
     3. Tracking growth in assessment competency
  2. Feedback
     1. **Coverage** of competencies: does it hit the key dimensions? Is there anything key missing? Is there anything less important that should be removed?
     2. **Calibrating** intervals: Do four performance levels strike the right balance? Is the distance between each level reasonable?
     3. **Editing**: Wording/phrasing; Addition of key behavioral components
     4. Broke into 3 groups, edits and changes are in the document
        + General observations: some competencies needed better progression of action language across performance levels. Some groups tried to incorporate aspects of implementation into the advanced levels
        + Some performance levels had too much of a jump
        + The purpose and value of assessment wasn’t really captured within the competencies. Culture of Evidence may be best place to add it.
        + Next steps: revise based on today’s feedback, pilot rubric in CLASS with self-assessment

1. **Action Items**
   1. Summer A-Team meetings, set zoom link and send invitation
   2. Create shared doc for upcoming PD opportunities
2. **Discussion items for next meeting**
   1. Assessment Fellows Program/Summer ACLI
   2. Campus Labs Student Affairs Assessment Credential: [Closing the Loop on Student Affairs Assessment: Sharing and Using Assessment Results](http://www.campusintelligence.com/recorded_webinars/closing-the-loop-on-student-affairs-assessment-sharing-and-using-assessment-results/) (37 min)
   3. Revisit Excel spreadsheet for finalizing Goal 3: Assessment (level of measure, reporting responsibility, reporting frequency, responsibility for analyzing and interpreting progress on outcome)
   4. Potential Subcommittees in A-Team
      1. Unit Level Assessment Planning: Template, Cycle, Reporting
      2. Co-Curricular Transcript or DLO Assessment
      3. Assessment Resources: Handbook, Glossary, Webpage, Training (aligned to competency levels)
      4. DSA Strategic Plan Progress Monitoring
3. **Upcoming Meetings:**
   * Apr 20, 2021 09:00 AM
   * May 4, 2021 09:00 AM
   * May 18, 2021 09:00 AM
4. **Upcoming trainings in Campus Labs Credential**

**Assignment: Create and submit Assessment Project Plan using the "Assessment Project" template, available to download below (email to**[**assessmentcredential@campuslabs.com**](mailto:%20assessmentcredential@campuslabs.com)**).**

Lesson 7: Communicating and Using Assessment Results

* + [~~Writing Assessment Reports (video)~~](http://baselinesupport.campuslabs.com/hc/en-us/articles/204304815-Writing-Assessment-Reports-video-)~~(42 min)~~ The slides are messed up on this video and it’s a bit painful to get through. We can skip.
  + [~~Closing the Assessment Loop: Making Informed Decisions~~](http://www.campusintelligence.com/recorded_webinars/closing-the-assessment-loop/) ~~(47 min)~~ This existed before the Anthology/Campus Labs merge, is no longer available

Videos we skipped last year

Lesson 2: Relationship of Assessment to Other Processes

* 1. [Webinar: Program Review Made Simple](http://www.campusintelligence.com/recorded_webinars/program-review-made-simple/) (50 minutes)
  2. [Using CAS Standards to Improve Student Affairs Practice](https://www.youtube.com/watch?time_continue=11&v=Ze3oqBr4pa0) (61 minutes)
  3. Consider when to circle back to this in light of priorities highlighted in Goal 2