ASSESSMENT & PLANNING WORKSHOP

JUNE 6, 2017

PLEASE FIND A SEAT WITH OTHERS FROM YOUR DEPARTMENT.

WI-FI: AUC GUEST

AUBURN UNIVERSITY
STUDENT AFFAIRS
Assessment & Strategic Planning

A-TEAM MEMBERS

6.6.2017		
Department	A-Team	Member
Assessment & Planning	Abby	Langham
Auburn Cares	Katherine	Hettinger
Auburn Student Media Group	Billy	Ferris
Campus Recreation	Jennifer	Hazelrigs
	Shelby	Sims
Greek Life	Troy	Stephens
Health Promotion & Wellness Services	Melissa	McConaha
Medical Clinic	Lucy	Seagle
Parent & Family Programs	Tess	Gibson
Student Center	Andrea	Conti-Elkins
	Bryan	Wilson
Student Conduct	Allie	Moran
	Nick	Wiard
Student Counseling Services	Kristee	Treadwell
Student Involvement	John Michael	Roehm
Veterans Resource Center	Johnny	Green

TODAY'S LEARNING OUTCOMES

As a result of attending this session, <u>attendees will be able to</u>:

❖ Recall content concerning the outcome writing process

❖ Discuss findings from 2016-17 outcomes

❖ List assessment resources/ways to share

❖ List ideas pertinent to the DoSA's focus

❖ Define emerging DoSA and AU priorities

❖ Utilize emerging priorities to inform the DoSA's strategic plan

❖ Identify content concerning Effectiveness Reporting techniques

❖ Discuss 2017-18 outcome drafts

❖ Refine 2017-18 outcomes with insight from workshop content

OUTCOME WRITING TRIVIA ACTIVITY

❖Go to **kahoot.it** on your device's web browser

❖Enter game code shown on screen

❖Enter a nickname and join game

❖Questions will be shown on projector screen, *not* on your device

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ASSESSMENT & PLANNING ACTIVITY

- Departments are to rotate to each flip chart and respond to the headings

- List all new ideas

- Indicate agreement or disagreement with previously listed ideas with a + or –

- Return to your seats once your group has addressed each topic

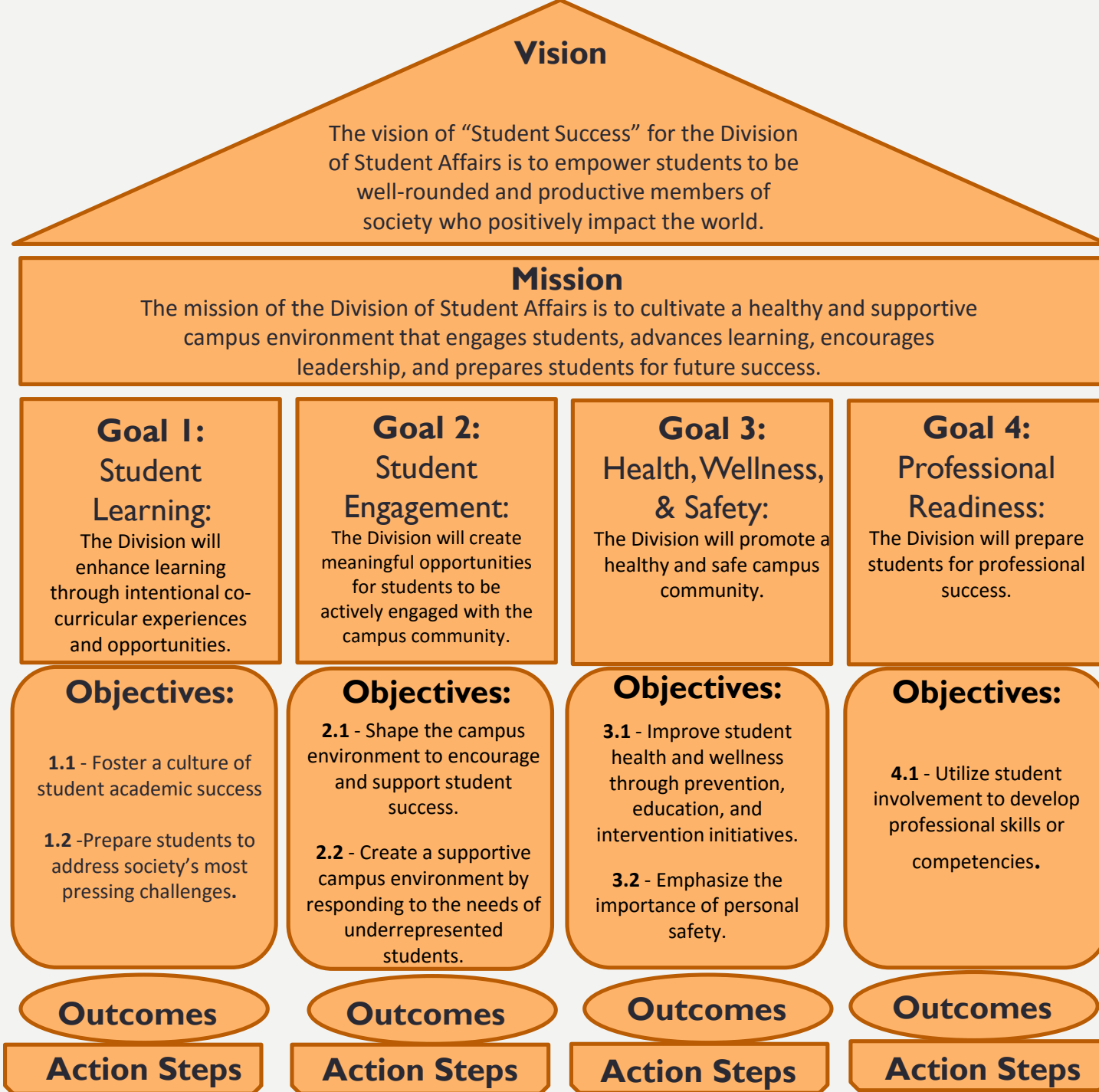- Convene to review findings with the large group

WORDS FROM WOODARD

STRATEGIC PLANNING DISCUSSION

Division of Student Affairs Values

Hard Work	Commitment, Responsibility, Dedication, Perseverance, Helping Students Succeed
Education	Personal and Professional Development, Continuous Improvement, Knowledge, Developing Skills, Growth
Honesty and Truthfulness	Integrity, Mutual Respect, Transparency, Morals, Openness
Sound Mind, Body, and Spirit	Balance, Self-Awareness, Health and Wellness, Holistic, Care
Obedience to Law	Respect, Equality, Rights of all, Safe Environment, Inclusion
Human Touch	Compassion, Empathy, Service, Understanding, Caring
Service	Pride, Appreciation, Freedom, Acceptance, Civic Engagement
Auburn	Community, Family, Tradition, Pride, Excellence, Connection

DOSA 2013-2018 STRATEGIC PLAN OVERVIEW

Vision

The vision of "Student Success" for the Division of Student Affairs is to empower students to be well-rounded and productive members of society who positively impact the world.

Mission

The mission of the Division of Student Affairs is to cultivate a healthy and supportive campus environment that engages students, advances learning, encourages leadership, and prepares students for future success.

Goal 1: Student Learning:
The Division will enhance learning through intentional co-curricular experiences and opportunities.

Goal 2: Student Engagement:
The Division will create meaningful opportunities for students to be actively engaged with the campus community.

Goal 3: Health, Wellness, & Safety:
The Division will promote a healthy and safe campus community.

Goal 4: Professional Readiness:
The Division will prepare students for professional success.

Objectives:

1.1 - Foster a culture of student academic success

1.2 - Prepare students to address society's most pressing challenges.

Objectives:

2.1 - Shape the campus environment to encourage and support student success.

2.2 - Create a supportive campus environment by responding to the needs of underrepresented students.

Objectives:

3.1 - Improve student health and wellness through prevention, education, and intervention initiatives.

3.2 - Emphasize the importance of personal safety.

Objectives:

4.1 - Utilize student involvement to develop professional skills or competencies.

Outcomes

Outcomes

Outcomes

Outcomes

Action Steps

Action Steps

Action Steps

Action Steps

6/16/2015

AU/DOSA LINKAGES

Five AU Strategic Plan Priorities

1. Student Success
   a. Academic Success
   b. Professional Success
   c. Personal Health
   d. Social Success
2. Faculty Excellence
3. Research and Scholarship
4. Public Engagement
5. Focus Resources on AU Mission and Priorities

DoSA Connections to AU Plan

Vision: Student Success

   a. Student Learning
   b. Professional Readiness
   c. Health & Wellness
   d. Student Engagement

VISION

THE VISION OF "STUDENT SUCCESS" FOR THE DIVISION OF STUDENT AFFAIRS IS TO EMPOWER STUDENTS TO BE WELL-ROUNDED AND PRODUCTIVE MEMBERS OF SOCIETY WHO POSITIVELY IMPACT THE WORLD.

MISSION

THE MISSION OF THE DIVISION OF STUDENT AFFAIRS IS TO CULTIVATE A HEALTHY AND SUPPORTIVE CAMPUS ENVIRONMENT THAT ENGAGES STUDENTS, ADVANCES LEARNING, ENCOURAGES LEADERSHIP, AND PREPARES STUDENTS FOR FUTURE SUCCESS.

GOAL 1 – STUDENT LEARNING

THE DIVISION WILL ENHANCE LEARNING THROUGH INTENTIONAL CO-CURRICULAR EXPERIENCES AND OPPORTUNITIES.

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Objective 1.1 - Foster a culture of student academic success

Objective 1.2 -Prepare students to address society's most pressing challenges.

GOAL 2 – STUDENT ENGAGEMENT

THE DIVISION WILL CREATE MEANINGFUL OPPORTUNITIES FOR STUDENTS TO BE ACTIVELY ENGAGED WITH THE CAMPUS COMMUNITY.

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Objective 2.1 - Shape the campus environment to encourage and support student success.

Objective 2.2 - Create a supportive campus environment by responding to the needs of underrepresented students.

GOAL 3 – HEALTH, WELLNESS, AND SAFETY

THE DIVISION WILL PROMOTE A HEALTHY AND SAFE CAMPUS COMMUNITY.

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THE DIVISION WILL PROMOTE A HEALTHY AND SAFE CAMPUS COMMUNITY.

Objective 3.1 - Improve student health and wellness through prevention, education, and intervention initiatives.

Objective 3.2 - Emphasize the importance of personal safety.

GOAL 4 – PROFESSIONAL READINESS

THE DIVISION WILL PREPARE STUDENTS FOR PROFESSIONAL SUCCESS.

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THE DIVISION WILL PREPARE STUDENTS FOR PROFESSIONAL SUCCESS.

OBJECTIVE 4.1 - Utilize student involvement to develop professional skills or competencies.

MEASURING A CULTURE OF EVIDENCE

PLEASE COMPLETE THE RUBRIC WHILE ENJOYING LUNCH

	A Culture of Good Intentions	A Culture of Justification	A Culture of Strategy	A Culture of Evidence
Intentionality (Thoughtfulness in action or decision)	People have a sense that they are doing good things.	People can describe what they are <u>doing</u> (i.e. operational or procedural specificity).	People can describe what they are <u>accomplishing</u> (i.e. strategic pertinence, how what they are doing relates to mission and goals).	People know that they are doing the right things and can describe why they are doing them, and what they are accomplishing through them.
Perspective (Relative to position, institutional role and general point of view)	Incidental / Opportunistic. Recognize data is important, but do not make any particular efforts to collect it.	After-the-Fact. Data is used retroactively as justification for predetermined positions or prior decisions.	Before-the-fact. Assessment is designed with an end in mind. (e.g. Identification of learning outcomes, how the data will be used)	Real Time / Continuous. Data is collected and regularly used to inform processes. Data helps us <u>close the loop</u> on improvement processes and educational outcomes.
Critical Linkages (Connections that manage movement and relationships)	Unclear / Opaque. Data, when collected, is not shared beyond assessors, so connections cannot be made.	Cloudy. Assessment conducted from a defensive posture, especially related to questions of budgetary and operational efficiency.	Translucent. Assessment understood and shared, but only with allies or key partners. Scope is limited to mid-managers.	Clear / Transparent. Outsiders can see and understand contributions to student and institutional success. Assessment is shared with all stakeholders.
Initiatives and Directions (Goals, programs, projects, and plans)	Determined by whim, interest, opportunity.	Administration initiates assessment and it is done only when asked for or required.	Directors own and initiate assessment. Data describe the current situation.	All stakeholders own assessment. Success is operationalized, concretely described, and evaluated based on evidence.
Planning Processes (Strategic planning, goal setting, measuring outcomes)	Vague and individualized. Success is vague or interpretive, and evaluated based on "feel," intent and effort. Collective or strategic planning does not exist.	Sporadic and limited to immediate question or application. Data linked retroactively to strategic context, goals, expectations, etc. but <u>not planning-oriented.</u>	Organized, routinized, and localized. Data informs deliberate <u>cyclical or episodic strategic planning</u> exercises.	Ongoing, strategic and clearly linked to past and future. Triangulation of findings through multiple/established assessments. Data incorporated into <u>continuous strategic thinking.</u>

Spurlock, R.S. & Johnston, A.J. (2012). Measuring a Culture of Evidence. In M. Culp & G. Dungy (Eds.), Building a Culture of Evidence (p. 65). Washington, DC: NASPA.

REPORTING TRIVIA ACTIVITY

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2017-2018 OUTCOME SHARING

MAKING CONNECTIONS

START WITH PROBLEMS, NOT IDEAS

- Sometimes we hear:
- *"We saw this awesome program on Pinterest, Instagram, etc."*
- *"We did this last year and it worked…"*
- *"I think it would be cool to…"*

- Instead, we need to ask questions similar to:
- Does the program actually solve the needs that our students have?
- How do we create meaningful learning outcomes that align with our involvement strategy to engage more students?
- How do we actually improve and assess events to get the results we're looking for?
- Let's broaden our mindset to:
  - What do students actually need?
  - What are students trying to learn?
  - What types of skills do they feel they lack?
  - How can we support our mission/vision/university priorities?

http://www.presence.io/blog/using-data-to-inform-campus-programming-events/

MAKING CONNECTIONS

- As departments, refine prepared outcomes/create new outcomes to align with topics that emerged today.

- Turn in *all* outcomes for 2017-2018 to Abby.

- Please complete an evaluation.

QUESTIONS?

- THANK YOU FOR YOUR PARTICIPATION.

- PLEASE COMPLETE AN EVALUATION.

REFERENCES

Banta, T. W., Palomba, C. A., Kinzie, J. (2014). Assessment essentials: Planning, implementing, and improving assessment in higher education. San Francisco, CA: Jossey-Bass. ISBN 978-1118903322

Bresciani, M.J., 2010. Enhancing outcomes-based assessment for student affairs. San Diego State University.

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Osters, S. (2013). *Developing and assessing outcomes in the co-curricular experience.* Presentation prepared for Auburn University's Division of Student Affairs A-Team, April 2, 2013

Robsham, K. (2016). "Using Data to Inform Campus Programming & Events". *Presence.* http://www.presence.io/blog/using-data-to-inform-campus-programming-events/

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