

Create a clear and intentional linkage to the division mission statement. Benchmarking mission statements of similar offices in the field is suggested.

Add goals related to helping units explore how to collect and use data in more meaningful ways as well as a plan for incorporating a stronger research function within the office.

The division needs time to work as a team and not in silos. The assessment and research office is encouraged to provide guidance and feedback in a group setting with less of a 1:1 approach so staff can understand the larger picture and support each other as the assessment program matures. Holding an "open house" where staff can drop--- in to ask questions on projects or other things encourages accountability from the staff as well as an opportunity to hear from others about similar questions and issues.

The department will benchmark other department mission statements for other student affairs assessment offices and will revise the mission statement to more closely align with the division statement. Take themes from other department mission statements. Send to Brett and Jan to edit.

Work to draft overarching department goals for assessment area. Add goal related to having department use data.

Establish training opportunities for all staff including introductory trainings, follow up trainings, and sessions for departments to share their assessment practices. Ensure that trainings are approached in an engaging and collaborative way.

January 1, 2014

June 1, 2014

Begin to introduce staff trainings in spring of 2014 with complete calendar of annual trainings to be developed by August 1, 2014.

Since the staff is struggling with "getting the big picture" creating diagrams or other visual tools showing the relationships and linkages would be warranted. In addition, the committee recommends creating an assessment plan and an assessment calendar (for the division as well as university--- wide). We did not see evidence of an intentional or thematic assessment process in place to give structure. For example, mapping student learning outcomes in accordance with a specific division goals(s) each year makes assessment more manageable and meaningful. Each year, units could focus on assessing programs and services in 1--- 3 learning domains. In other words, encourage staff to assess with relevance and intentionality.

Diagrams have been created when the assessment handbook was created to illustrate linkages between planning models. We will make these more evident on our website as well as in trainings. We will also share the diagrams with the assessment committee to gather additional feedback.

Publish to website by November 1, 2013.

Assessment calendar has been created and is in assessment handbook. We will publish this to the website as well.

Work with departments to create departmental goals that match or map to division goals. Ensure that programs and activities are mapped to this goal.

Begin to work with departments on departmental goals in August 2014. This can coincide with the departmental strategic planning process. Mapping will take place by January 2015 with all departments taking part by January 2016.

Due to some challenges on campus related to partner offices, the director often willingly took on additional roles and responsibilities outside of the division of Student Affairs. Directors were sometimes hesitant to ask for assistance due to the perceived campus workload. The committee recommends that outside responsibilities be turned back over to the appropriate partner offices since it appears issues have been resolved. The committee also suggests utilizing assessment staff (delegation is key) so they have a more sufficient workload and an understanding of the role their job plays in the organization.

As nep10(n)-6(d)(n)-6(/F4 11.046y000-90890



Provide capacity building opportunities with SAMC. There is desire for education on assessment. Starting with an "Assessment 101" workshop is highly encouraged.

The assessment committee is underutilized. Update the charge of the assessment committee so they can serve as liaisons and educators to units. This could be accomplished in a cross-functional management style or each person could represent his or her unit. The committee could be a powerful human resource to the assessment office and they can help build an assessment program that is undergirded and owned by each unit rather than the assessment staff.

Beginning in December 2013, the Director of Student Affairs Assessment will sit as a member of SAMC. During these meetings, specific training opportunities and methodology for assessment hierarchy will be discussed and optimized. Explore the possibility of a half day SAMC assessment conversation. Work to create a division assessment plan.

At this point in time, because of the makeup of the assessment committee with some individuals wanting to learn more about assessment and others already exceling, a liaison model will not yet be employed. The assessment committee will continue to discuss overarching planning processes and ways to refine assessment within the division. A model where one individual from each department sits on the committee will be explored in the Spring of 2014. With committee planning, we

Processes will be in place by June 1, 2014. Assessment plan to be created by December 2014.



Results and use of the data must be shared. The committee heard a few stories of how units did use their results and successfully argued for an increased budget or staffing or other needs. Find these people and make them the cheerleaders. The committee also recommends creating a newsletter to be distributed (electronically) 2-- 4 times a year to the university community. One faculty member involved in the conversation had no idea what student affairs assessment did and the type of valuable work going on. Feature in the newsletter several units who have had successful assessment projects, share the results, and provided evidence of the impact on student success and retention.

Assessment newsletter for the Division of Student Affairs will be created and distributed