Attendees: Christopher Ambrosio, Ricky Barnett, Kenneth Bedini, Jennifer Boylan, Chris Brechlin, Starsheemar Byrum, Marianne Ciardullo, LaMar Coleman, Michelle Delaney, Walter Diaz, Julisa DeLos Santos, Hazel Gage, Robert Jennette, Clifford Marrett, Carrie Robinson, Paul Rossitto, Paul Serignese, Kim Silcox, Cynthia Washburne, Kemesha Wilmot

After morning refreshments were provided, the meeting was called to order at 10:05 am by Kim Silcox.

Kim Silcox made mention about follow-up training around Campus Lab.

Walter Diaz started the meeting with a welcome to the attendees and gave brief thoughts on the importance of assessment. The importance of assessment is to show the need for money.

- We need to be committed to Campus Lab
- We need to be committed to Assessment
- Assessment let us show how the retention for graduation has increased over the years.

NSSE – Direct impact on students
   Engagement indicators

Assessment shows the impact occurring in Student Affairs. ECSU Strategic Plan is a benchmark.

Competition – It has been reported in the newspaper that UCONN is adding more beds in Connecticut.

**Reflection on Operating Plan Development**
There are 13 operating plans in the division showing advancement in work related to the university. We need to find ways to reach goals and different ways to measure the impact. We also need to think about quick questions in surveys, find ways to challenge ourselves and demonstrate goals we’re achieving in operating plans.

**Challenges in Goals**
Dr. Jennette brought to our attention that it would be hard, time wise for him to capture the whole picture of assessment of the operating plan and the Strategic Plan in the Health Services office. He gave examples to support his statement.

Kim Silcox believes there are opportunities to work together to make all programs better and to make work more productive by using same tools to come up with common goals.

Chris Brechlin asked this question: What was the scary feature that anyone has come across about assessment? The response came back – “Trying to assess students.”

**Learning and Program Outcomes**
Some success is harder to achieve and it’s hard to see its impact.

- **Learning:** The behavior a student reflects in college will also travel with them after they leave college.
- **Challenges:** Every goal will not have an operation plan. (stated by Kemesha Wilmot)

Learning outcome is the “when” when it is not added but should be part of the ABCD structure. [stated by Ken]
Related learning outcomes ask the questions, “Do you have the audience?”

**Special Event Planning** - Sitting on a committee does not develop skills for learning volunteer engagement skills.

Learning outcomes should give us the ability to clearly identify roles and goals for opportunities at Eastern.

Program Outcomes:    Think about ________________ number of people
Think about services
What’s the percentage of services and the mission of the office? How they come together?
How to attract and when to attract.

<table>
<thead>
<tr>
<th>Directive Measures Learning</th>
<th>In-Directive Measures Learning</th>
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</thead>
<tbody>
<tr>
<td>Test/quiz (demonstrate learning)</td>
<td>Observation/reflect on knowledge</td>
</tr>
<tr>
<td>Pretest /Post-test</td>
<td>Evaluation</td>
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</tbody>
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Survey results - What do we do after the information has been collected?

**Utilizing Campus Labs (Social Media)**
Campus Labs create mobile devise for surveys to get student surveyed.

**Student Success Assessment**
Ken Bedini spoke saying, “Everything we do is related to the Strategic Plan goals.” He thanked the Assessment Committee for all the work they have accomplished. “Providing service to students is first and for most.” He stated that when he worked as an consultant, assessment asks the question, "Says who?"

Next meeting will be in December.

Meeting adjourned: at 12:08 pm.

Respectfully submitted,

**Hazel Gage**

Hazel Gage
Secretary
Office of Judicial Affairs
Division of Student Affairs