

# Assessment in the Division of Student Affairs

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CARE

- **Program Review**
- **Annual Assessment**
- **Capacity Building**
- **50% time, 100% support**

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## Program Review

- **Self Study**
- **External Report**
- **Action Plan**

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# Overview of Divisional Assessment

- **The Assessment Cycle**
- **Assessment Deliverables**
- **Assessment Resources & Tools**

## Learning Outcomes

- Participants will be able to define assessment within the context of higher education;
- Participants will be able to describe the assessment planning cycle used by the Division of Student Affairs at UC Merced;
- Participants will be able to identify the Divisional SLOs and link them to the Mission and Vision of the Division.
- Participants will be able to use Qualtrics for simple survey data collection and analysis.

# What is Assessment?

- The systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development.
- The word 'assess' comes from the Latin verb '**assidere**' meaning 'to sit with'.

(Palomba, C.A., & Banta, T.W. (1999). *Assessment essentials: Planning, implementing, and improving assessment in higher education*. San Francisco: Jossey-Bass.)

## What Assessment is NOT

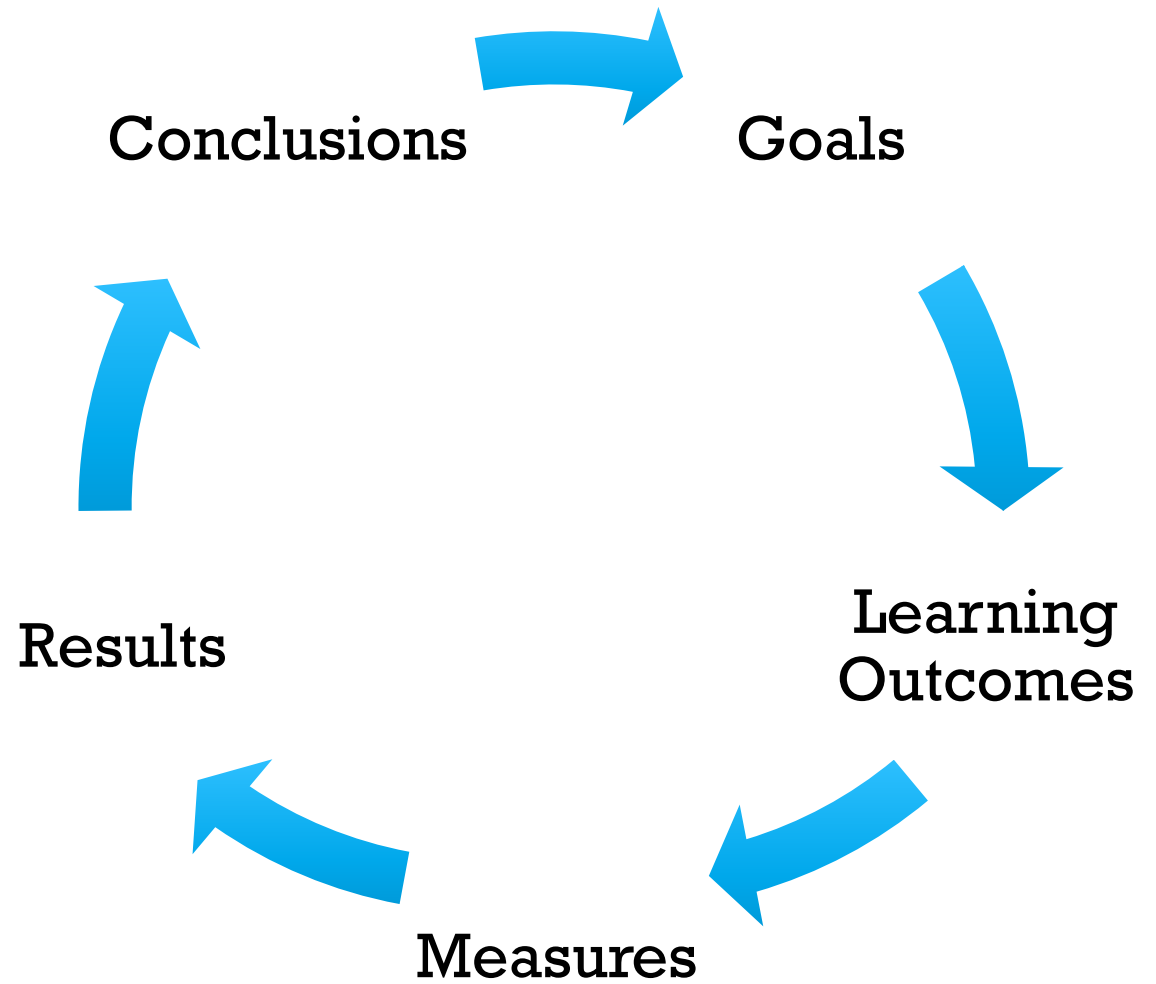
- Not performance evaluation
- Not testing
- Not research, which traditionally tests theories while assessment informs practice
- Not summative, more likely it's formative
- Not focused on individual or personal, it's focused on program, service, department and divisional level

Pair  
and  
Share

- **Rate your personal comfort level with Student Affairs Assessment:**
  - high, medium, low
  - I know, a very rigorous scale
- **What is one thing you could do to improve your comfort level?**




# Assessment Cycle at UCM






MISSION  
and  
VISION

- The **VISION** of Student Affairs is to be a national model for innovative Student Success initiatives at a public, research university through the advancement of access and equity programs, the development of a community of scholars, and the integration of curricular and co-curricular educational experiences.
- The **MISSION** of Student Affairs is to advance the university's commitment to Student Success by providing support, guidance, and resources that equip students with the tools to successfully accomplish their academic, career, and personal goals.



## Strategic Initiatives and Guiding Principles

- The **STRATEGIC INITIATIVES** for Student Affairs are focused on the
  - Advancement of Access and Equity programs
  - Development of a Community of Scholars, and
  - Integration of curricular and co-curricular Innovative Educational Experiences.
- The **GUIDING PRINCIPLES** of Student Affairs are
  - Transformational
  - Inclusive
  - Nimble
  - Impact



# Student Learning Outcomes

- **Civic Responsibility**
- **Communication Skills**
- **Confidence in One's Abilities**
- **Leadership and Teamwork**
- **Life-long Learning and Personal Wellness**
- **Resiliency and Agency**
- **Sense of Belonging**
- **Sense of Self and Impact on Others**

## Pair and Share

- Which of the Divisional Student Learning Outcomes do you think you might assess?
- What would that look like?

## Learning Outcomes

- Student Learning Outcomes reveal the changes in attitudes, aptitudes or behaviors that a student user can describe or demonstrate after utilizing a service or program. (CSU, Sacramento)
- e.g. *First year participants in the Emerging Leaders Program will report “above average” leadership abilities 10% higher than non-participant peers after their first year of college.*

## Measures

- **Student Learning Outcome:** *First year participants in the Emerging Leaders Program will report “above average” leadership abilities 10% higher after completion of the year-long program.*
- **Student Learning Outcome Measure:** All first year students complete the First Year survey in October and a follow up survey in April which includes a self-report of leadership abilities.

## Two Hot Tips

- **Learning Outcomes:** spend the time to craft this carefully
- **Measures:** Aim for **DIRECT** versus **INDIRECT** evidence whenever possible





# Assessment PLAN

## Proposed Assessment Project:

- **Context:**
- **Intended Outcome:**
  - Student Learning
  - Program
  - Service
- **Measurement:**
- **Intended Communication:**
  - Audiences
  - Vehicles



# Assessment REPORT

## **Assessment Project:**

- **Context:**
- **Intended Outcome:**
- **Type of Outcome:**
  - Student Learning
  - Program
  - Service
- **Methodology:**
- **Findings:**
- **Action Plan:**

# Assessing our Assessment

The Assessment Plan	Highly Developed	Proficient	Developing	Initial
Includes viable mission/vision statement (describes core functions and aspirations of the unit and is tightly aligned with the mission of Student Affairs & UCM).				
Has well written student learning outcomes (including action verbs, identifying target audience[s] and timeframe).				
Assessment endeavor is meaningful (connected to unit's core functions, to divisional priorities, and/or to student success).				
Includes measureable SLOs that will yield actionable information (SLOs describe specifically how students can demonstrate their learning, perhaps using multiple lines of evidence; data enable conclusions that directly speak to the degree to which the SLO was met, suggesting next step actions to be undertaken by unit).				
Includes comprehensive communication plan (identifies stakeholders with whom to share results and strategies/mechanisms to communicate to larger audience their findings, conclusions and next steps).				

# Assessing our Assessment Reports

<b>The Assessment Report</b>	<b>Highly Developed</b>	<b>Proficient</b>	<b>Developing</b>	<b>Initial</b>
<b>Student Learning Outcomes:</b> SLOs are well written, meaningful and designed to yield actionable information.				
<b>Measurement:</b> Includes valid measures yielding relevant and sufficient evidence for each SLO. Direct measures utilized, or mix of direct and indirect evidence mutually informs conclusions.				
<b>Reliable Results:</b> Data collection is explicitly designed to generate reliable results. Efforts are made to maximize confidence in results and, thus, conclusions.				
<b>Results Summary:</b> Results are provided for each SLO with brief narrative, data table (or other summary format). Includes consideration of the extent to which SLOs are met in light of relevant benchmarks.				
<b>Conclusion:</b> A well-reasoned critique of conclusions, implications, and recommendations is reported. Discussion of results, planned needed changes, and efforts are made to collaborate with others to improve future performance.				

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## Survey Resources on Campus

- **Student Affairs A Team**
- **CWGA**
- **IRDS**
  
- **Survey Coordination**
  - **Five Percent Rule**
- **Survey Calendar**

# TOOLS

- [Qualtrics](#)
- [SATAL](#)

## Learning Outcomes Check In

- Please define assessment within the context of higher education;
- Please describe the assessment planning cycle used by the Division of Student Affairs;
- Can you identify the Divisional SLOs and the Mission and Vision of the Division?
- What is your comfort level for designing a survey on Qualtrics?

What questions  
do you have?

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