California State University, Chico

Division of Student Affairs

Program Assessment Workbook

Introduction

The purpose of all Student Affairs assessment activities at Chico State University is to carefully examine our services and programs, to improve our effectiveness and our efficiency, and to increase the probability that the campus environment contributes to the success of our students. Evidence-based, data-driven decision-making helps us strategize for and focus on the bottom line: student access and student success.

The process of assessment addresses:

- Why we do what we do,
- If we are doing what we say we are doing
- Sharing what we are doing
- Helping us to better serve students.

With frequent and regular data collection and assessment, we can articulate our accomplishments, gain perspective for improvement, become more transparent and accountable, and plan effectively.

This Student Affairs Assessment Workbook has been developed as a tool, for the assessment efforts in your area.

MISSION STATEMENTS

A mission statement is a concise statement of the general values and principles which guide the unit/department. It sets a tone and a philosophical position from which follow a program's goals and objectives. The mission statement should define the broad purposes the unit aims to achieve, should describe the community the program is designed to serve, and should state the values and guiding principles which define its standards. Mission statements must also be consistent with the principles of purpose set forth in the larger organizational mission and goals statements.

Components of a Mission Statement

- Who the organization is
- What it intends to do and primary reasons why it intends to do it
- By what means (how) it intends to do it
- For whom it intends to do it

Format of a Mission Statement

"The mission of (name of unit) is to (your primary purpose) by providing (your primary functions) to (your stakeholders**)." (Additional clarifying statements)**

Note: the order of the pieces of the mission statement may vary from the above structure.

What is department's mission statement?

Checklist for the mission statement:

- ☐ Is it clear and concise?
- ☐ Does it describe the department's purpose?
- ☐ Does it define the department's constituents?
- ☐ Is it congruent with Student Affairs' mission statement?
- ☐ Does it support the mission statement of the university?
- ☐ If appropriate, does it align with the general mission statement from CAS?

GOALS

Goals are narrower than a mission. They are broad, general, enduring statements about the overall purposes of the department/program, not a "to-do" list. Goals should provide a framework for determining the more specific outcomes of a program, and should be consistent with the mission of the unit, division and the institution. Generally, a program or department will identify 3 goals that are important. Note that a single goal may have many specific subordinate outcomes.

Format of a goal statement:
"To (action verb) (object) (modifiers**)."**

Examples:
To guide students in their discovery and clarification of career goals

To provide effective accommodations for students with disabilities based on law and/or current best practices.

What are the department goals?

Checklist for the program/department goals:

- ☐ Describe what the program is trying to accomplish overall.
- ☐ Broad general statements that are enduring.
- ☐ Is it aligned with university, division, unit missions and goals.
- ☐ Provides departmental focus.
- ☐ Is not a "to do" list
- ☐ With which Chico State Strategic Priorities and Student Affairs goals does the mission align

Learning Outcomes

Student Learning Outcomes are the outcomes that are as a result of a specific activity, which is facilitated by the department. They are written statements of the measurable achievement a participant will be able to demonstrate as a result of participation in a learning activity or their interactions with a campus program or service. It is acceptable to bundle similar learning together if accomplished in the same activity/program/service.

Student Learning Outcomes are not demographic, service usage or satisfaction outcomes/data

Constructing Learning Outcomes

- These are specifically about what end result is desired. For example, what is expected that the student to know and do as a result of a one-hour workshop?
- It is not what is to be done to the student, but how the student will demonstrate what he or she knows or can do.

Format of a Learning Outcome:
As a result of participating in (program or experience), students should be able to (action verb) + (defined by explicit and observable terms).

Follow the ABCD method to write clear and concise statements:

A: Students will…
B: (learn what?)
C: (under these circumstance/conditions)
D: (to this level of efficiency/effectiveness)

Audience: To whom does the outcome pertain? It is important to be specific in terms of who the learning outcomes address in order to measure them appropriately. In Student Affairs our audience is typically the students we serve, however it is important to consider all of the populations within our student body.

Behavior: What should the audience know/be able to do? These should be action-centered behaviors that are easily identified. Bloom's Taxonomy (next page) is a classification of learning objectives within education. The list of action verbs can be helpful when writing learning outcomes.

Condition: Under what conditions or circumstances will the learning occur? The condition provides the context for learning in the department. It focuses the program or course in order to achieve the learning outcome.

Degree: How much will be accomplished, how well will the behavior need to be performed, and to what level? The degree of each learning outcome provides an avenue of assessment. It is important to be able to measure (somewhat) concretely the learning that takes place within each program.

Examples:
-As a result of their training and experiences working in Residential Life, RA's will be able to resolve conflicts in a just and respectful manner.
-Students will demonstrate multicultural competence and active citizenship through participation in multicultural organizations.
Students will be able to describe the significance of professional appearance at work.

The Council of Academic Standards (CAS) recently revised the student learning outcomes into six broad categories called domains. To comply with CAS standards, programs must identify and assess relevant and desirable learning from these domains. For each of the domains, CAS offers examples illustrating achievement of the student learning outcomes.
http://standards.cas.edu/getpdf.cfm?PDF=D87A29DC-D1D6-D014-83AA8667902C480B

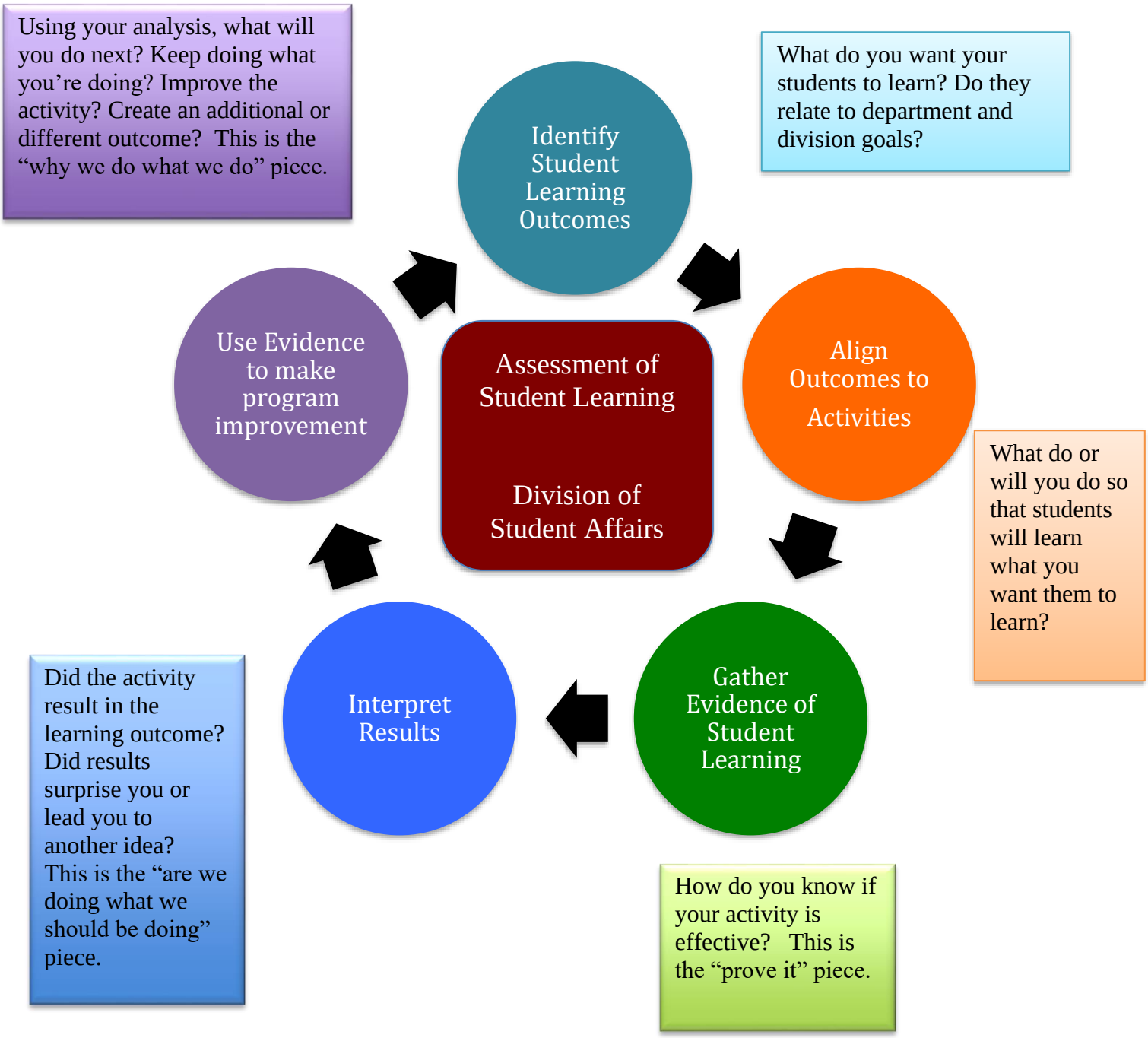
Keep in mind:

- Programs do not need to have a SLO in each domain
- Programs do not have to cite from which domain they are creating their SLO
- Programs do not have to use the language or the examples provided.

Checklist for student learning outcomes:

- ☐ Aligns with VPSA Learning outcomes/goals.
- ☐ Supports the mission statement of the unit/department. I
- ☐ Includes a specific audience (A).
- ☐ Specifies the behavior to achieve (B).
- ☐ Includes a condition or context for learning (C).
- ☐ Include a measureable degree of learning (D).

Graphic of Assessment of Learning Outcomes



Means of Assessment (Methods)

Assessment Method: the manner in which to collect evidence. Once the outcomes are written and the programs, services and activities provided to the target population, the next step is to measure the success of those services and outcomes.

Use the following steps to determine the assessment tool best suited to measure the degree to which the outcome was achieved.

1. Determine what to measure
    - Reflect back to the outcomes, as they are the basis for any decisions regarding measurement.
    - Identify the subject group.
    - Determine if "numbers" or "stories" to answer the questions.

2. Set the criteria for success in order to know if/to what degree the outcome was met or achieved. Having pre-determined standards of performance or achievement criteria will also help document the extent of change. Criteria can be set with performance measures, checklists, and rubrics.

3. Determine the type of data needed: Qualitative or Quantitative

Are you collecting quantitative data (numbers), qualitative data (stories/learning), or both?

Quantitative Data is generated through methods such as existing records, questionnaires, and surveys. This type of data is appropriate for general outcomes (needs/satisfaction, utilization, participation, retention, user demographics, revenue generated, and cost per program). This data is:

- Easy to report and analyze
- Used to generalize to a greater population
- Less influenced by the observer
- Sometimes more cost effective

Qualitative Data explores attitudes, behavior, and experiences through such methods as observation, interviews, self-reports, surveys or focus groups. This type of data is appropriate for learning outcomes (achievement a participant will be able to demonstrate as a result of participation). This data is:

- More in depth and robust

- Used to understand the behaviors/characteristics of a specific population
- Able to capture evidence of learning and development

4. Choose an Assessment Method: Direct or Indirect

Direct Assessment: Examination of actual student work product in a direct and unfiltered way. Examples could be a student's performance on a task, an examination or a test; student papers or presentations; and student portfolios used to assess achievement in a given area. With this method, assessment measures:

- Presence, absence, or frequency of a behavior or element
- Content knowledge
- Performance

Indirect Assessment: Gathering information related to what students are learning. This captures whose perceptions of what students are probably learning, and students' perceptions of their learning and of educational environment that supports that learning, such as access to and the quality of services, programs, or educational offerings which support their learning. Examples could include surveys asking for a student's (or observer's) perception of learning objective mastery; exit interviews; focus groups; or any manner of gaining information about quality of the learning process by getting some form of feedback. With this method, assessment measures:

- Extent of mastery/learning
- Quality of service, program, or environment

5. Pick the Assessment Tool

Now that you have decided if you are going to collect qualitative and/or quantitative data through indirect or direct methods, you can select an assessment tool(s) that you will use to collect the data you desire.

Most Commonly Used Assessment Tools

Interviews, written papers or projects

- Document Analysis Test, Exams, Quizzes
- Observations Surveys
- Focus Groups Reflection/Journal
- Self-Reports Pre/Post Test
- Posters and Presentations Portfolios
- Peer evaluations

Note:

- Some methodologies require the assistance of experts. Reach out to Institutional Research when necessary.
- It is important to realize that not every educational objective can be assessed.

• Identify those objectives that are prized most highly and that can be meaningfully measured.
• Carefully select outcomes that is most important for students to achieve.
• It may not be possible to assess all of the important learning outcomes in a single year. Outcomes assessment is an ongoing process.
• Some data already exists, Familiarize yourself with the reports and available institutional data.
• Existing reports and available institutional data are a valuable rsource.

Data Analysis

Once the data has been collected, analyze it (or have an expert do so). What does the data tell you? Analyze the data to determine if and to what extent the outcomes were achieved. Consider the format the data should be in to analyze it and the format in which to present it (charts, graphs, text,etc.). Determine in advance if additional consultation is needed to analyze the data.
The goal is to report the results as documentation for the decisions you will make.

Data analysis is dependent upon what type of data you gathered.

General Outcomes will likely be measured with institutional data, student records, and surveys that yield quantitative data. Common approaches to analyzing this type of data include counts, percentages, and comparisons between groups, relationships between variables. If possible, to disaggregate the data by gender, race, status, and any other relevant student group or association.

Learning Outcomes will likely be measured with surveys, interviews, observations, and other documents, yielding qualitative data. Common approaches to analyzing this type of data involves the identification and examination of themes and patterns among individuals and groups of learners in order to tell the story of what is or what is not.

Depending on the goal, a mixed method (combine qualitative and quantitative data) can be used to explain or contextualize the findings. It may take time (months, semesters, or years) to fully understand the overall impact of the work. A one-time assessment is a moment in time, but continuous and iterative assessment will help to achieve short and long term program goals.

Using Results

Reporting
Once the results are analyzed, the information is used to take note of accomplishments and make recommendations for improvement. The goal is to use what has been learned in order to make the programs and services more effective in achieving desired outcomes. Share findings with others for additional assistance in making sense of the results and for transparency. Prepare to share results in a stand-alone format or to integrate it into an integrated annual report.

Conclusions and recommendations
Conclusions and recommendations will be an important part of any reporting. Effective conclusions “close the loop” by describing notable achievements and specifying actions that should be taken to change or modify the program or delivery as a result of your assessment. Articulate the ways in which the department has met stated goals and the responds to changing demographics, technologies, external requirements, or other relevant factors. It may also be appropriate to describe any factors that have hindered the achievement of goals.

Assessment helps us plan. Taking time to reflect on the data will increase sound decisions to improve the program effectiveness. Reflect upon the organizational improvement model to be sure that our mission, goals, outcomes,

Program Evaluation

"Program Evaluation enhances self-preservation, increases the quality of services offered, secures continued funding and equips service providers with the factual knowledge they need to make informed decisions about their program's development." (Stufflebeam, 2002)

Program Evaluation:

- Clarifies divisional and departmental "fit" with institutional vision, mission, goals and/or strategic plans
- Clarifies to students and other constituents what students can expect to gain and what the program will accomplish
- Provides different kinds of data and evidence about services - Moves beyond satisfaction and tracking use to describing effectiveness
- Links Student Affairs and Academic Affairs; links curricular and co-curricular
- Builds a culture of evidence
- Helps tell our story

There needs to be an important distinction made between Program Evaluation and Outcome Assessment. Program Evaluation is a large scale, "big picture" look at an entire program across individual program offerings or administrative domains to make judgments about the program's effectiveness. Outcome assessment asks specific questions related to service delivery or program outcomes, including student-learning outcomes, is one component of Program Evaluation.

Process for Program Evaluation

There are five components to Program Evaluation: Pre-Planning Meeting, Self -Study, Program Evaluation Team (PET) Study, External/Peer Review and VPSA Review.

1. Program Evaluation Pre-Planning Meeting

Prior to the beginning of a program evaluation, a pre-planning meeting will take place. The VPSA will coordinate a meeting with the AVPSA, program Director and the Chair of PET to discuss priorities, to specific self-study strategies and to collaborate on PET membership.

2. Self-Study

Directors will conduct a self-study of their program using CAS or other professional standard self- study assessment tool as the framework for their self-study. If individual programs do not have CAS or other professional standards, Directors will

develop a self-study using the domains identified in the General CAS standards, which include:

1. Mission
2. Program
3. Leadership
4. Organization and Management
5. Human Resources
6. Financial Resources
7. Facilities, technology and equipment
8. Legal Responsibilities
9. Equity and access
10. Campus and community relations
11. Diversity
12. Ethics
13. Assessment and evaluation
14. Issues unique to CSU Chico Program

"CAS standards provide an important tool that expresses to students, faculty, and administrators the complex and vital nature of student support programs and services, and their relationship to student learning and development." (Council for the Advancement of Standards in Higher Education, 2007)

"CAS has incorporated a number of common criteria that have relevance for each and every functional area, no matter what its primary focus. These common criteria are referred to as "general standards" and will be found embedded in all functional area standards, along with criteria that relate to specialized aspects. These general standards are designed to overcome the "silo effect" so common throughout higher education in which autonomous administrative units, programs, and services function independently and sometimes inconsistently. In effect, the general standards make the CAS standards highly utilitarian and promote inter-departmental, inter-program, and inter-service cooperation and collaboration. Users are encouraged to view the CAS standards and guidelines as vehicles that interconnect administrative units. Because what these various functional units have in common (e.g., educational purpose, student learning and development) often exceeds their differences, the effective practitioner will find that collaboration between and among units can enhance the educational environment in many important ways. "(Council for the Advancement of Standards in Higher Education, 2007)

3. Program Evaluation Team (PET) Study

CAS recommends a "representative group of three to five members, including one or more knowledgeable individuals from outside the area under review". (Council for the Advancement of Standards in Higher Education, 2007)

Team Membership: (membership specific to each unit's PE)

AVPSA
SA Assessment Coordinator
Program Director
Program Staff (selected by AVPSA, SA Assessment Coordinator and Program Director)

Program Director Role: The Program Director is staff to the PET and coordinates program meetings, arranges access to data, acts as liaison with program staff and/or participants and constituents; Provides PET with information and resources.

SA Assessment Coordinator's Role: The AC is staff to the PET and services as a consultant providing resources and technical assistance regarding self -study and PET process.

Team Responsibility: The Program Evaluation Team will decide whether to include guidelines or other measures that go beyond CAE standards and will gather and analyze relevant quantitative/qualitative information including:

- Decide whether to include guidelines or other measures that go beyond standards
- Gather and analyze relevant quantitative/qualitative data, for example:
    - Program Documents
    - Mission statement, philosophy statement, policies/procedures, staff manuals
    - Administrative Documents including: Organization charts, financial reports, budget information, annual reports, self-study
    - Assessment Data
    - Usage data, outcomes assessment, self-study, satisfaction surveys,

The PET will compile and review results and produce report and recommendations.

4. External/Peer Review

In consideration of a Director's priorities, a Director may seek outside peer review from constituent, stakeholder or other CSU program Director

5. VPSA Review and Post Review Meeting:

The Vice President for Student Affairs will review the Program Evaluation report and recommendations and meet with the Program Director to discuss these, including areas of program strength and those areas that may require improvement. The Program Director and VPSA will use the Program Evaluation results to create short-term and long-term program goals.

6. Post Review Meeting

The VPSA and the Program Director will meet to discuss the Program Evaluation results, including areas of program strength and those areas that may require improvement. The Program Director and the VPSA will use the PE results to create short term and long term program goals.

Appendix A. Schedule of Evaluation

Each Program will conduct/participate in Program Evaluation once every 5 years.

Possible Schedule (subject to change):

SA Unit	2009-2010	2012-2013	2013-2014	2014-2015	2015-2016
Athletics					X
Counseling and Wellness					X
Career Center		X			
DSS	X				
EOP			X		
Financial Aid		X			
Health Center				X	
Housing				X	
Judicial Affairs				X	
CADEC			X		
Student Life and Leadership			X		
Rec Sports			X		
Admissions					X
Advising					X
Orientation				X	
Registrar					X
Student Learning Center				X	
Upward Bound					X

Appendix B: Annual Report Template

Note: All Bolded Sections should be Headings and Sub Headings within the annual report.

I. Department Mission Statement

Department Goals

Indicate how department goals align with Division goals.
Indicate how department goals contribute to the recruitment, retention, and graduation of students.
Indicate date of last review, even if no revision.

II. Department Accomplishments- A highlight

Use bullets only to briefly highlight activities you are particularly proud of
From the list, provide a more detailed explanation of the activity.

Diversity Efforts:

Use bullets to briefly share progress toward department diversity plan and efforts

III. Changes in Policies and Procedures

Use bullet points to indicate what, if any, policies or procedures were developed or revised.

IV. Resources Summary:

Resource Allocation:

Provide brief overview of department's allocation and program expenses

Human Resources:

Make note of significant changes in personnel (hires, retirements, promotions, etc)

Facilities/Equipment:

Make note of significant issues with facilities or equipment (computer refresh, new technology, significant space issues, etc)

V. Program Assessment of Past Year

Program Objectives:

Report on prior year's program objectives (see Section VII below; i.e. met, continued, progress, etc.)

Ongoing Assessment Efforts:

Demographic Reporting
Service Usage Summary:
Student Assessment of Satisfaction, Quality and Student Learning Outcomes

VI. Analysis

After considering assessment opportunities and data, as well as demographic trends, provide a discussion and analysis of the issues and services that require strategic and intentional consideration in the next academic year.

VII: Program Objectives for Next Academic Year

Based on discussion and analysis (Section VI), provide list of objectives for next