

Inventory of Program Effectiveness Indicators

| (1) List two formal learning outcomes that have been developed by your department. | (2) Where are these learning outcomes published/ documented (i.e. web site, annual report, etc.)? | (3) What data/evidence is used to determine that students have achieved stated outcomes? | (4) Who interprets the data and what is the process? | (5) How are the findings used? |
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| ATHLETICS | | | | |
| 1. Improved Leadership Skills | Will be published in annual report | Will be part of future student-athlete survey | Athletic administration | <ul style="list-style-type: none"> ▪ To develop specific leadership opportunities within the department and specific to each sport. ▪ To develop programming aimed at improving leadership skills for student-athletes. ▪ Coaches will be made aware of data to improve their mentoring skills. |
| 2. Improved time management | Findings will be reported in annual report | Future student-athlete survey | Athletic administration | <ul style="list-style-type: none"> ▪ Target classes of student-athletes (i.e. freshman) that need time management skill development ▪ Assess the resources available to student-athletes for time management skill development. |
| CAREER CENTER | | | | |
| 1. For students to understand the professionalism necessary to competitively engage in a in a successful internship or career job search. | Learning outcomes will be published on our new web site and within our annual report. | We will use Student Voice survey tools to assess our outcomes which will either be based on self-confidence or satisfaction. | The staff will assess the effectiveness of each delivery process. | <ul style="list-style-type: none"> ▪ We will use these finding to upgrade our delivery in the specified areas needed. |
| 2. To provide students the resources, tools, and support to effectively choose an undergraduate or graduate level major. | Learning outcomes will be published on our new web site and within our annual report. | We will use Student Voice survey tools to assess our outcomes which will either be based on self-confidence or satisfaction. | The staff will assess the effectiveness of each delivery process. | <ul style="list-style-type: none"> ▪ We will use these finding to upgrade our delivery in the specified areas needed. |

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| COUNSELING & WELLNESS | | | | |
| 1. Seeking help through counseling is useful | Data from surveys are reported in our annual report. Overall findings are mentioned on our website | Survey items from Student Satisfaction of Services are used to assess this outcome | Staff and director review the data individually and as a group | <ul style="list-style-type: none"> For program review and also for each counselor to use in their own RTP review process. |
| 2. Counseling increase awareness of strategies, alternatives and resources | Data from surveys are reported in our annual report. Overall findings are mentioned on our website | Survey items from Student Satisfaction of Services are used to assess this outcome | Staff and director review the data individually and as a group | <ul style="list-style-type: none"> For program review and also for each counselor to use in their own RTP review process. |
| DISABILITY STUDENT SERVICES | | | | |
| 1. Identify their specific disability and functional limitations resulting from the disability | DSS Website and DSS Program Evaluation Binder http://www.csuchico.edu/dss/outcomes.shtml | Student Voice Survey which includes this item | Director | <ul style="list-style-type: none"> In annual program evaluation process to determine programmatic goals and services for following year |
| 2. Demonstrate the ability to determine and state their accommodations needs | DSS Website and DSS Program Evaluation Binder http://www.csuchico.edu/dss/outcomes.shtml | Student Voice Survey which includes this item | Director | <ul style="list-style-type: none"> In annual program evaluation process to determine programmatic goals and services for following year |
| DIVERSITY | | | | |
| 1. Through the Conversations on Diversity Program, provide our campus community with an | Annual Report | Student Voice | Student Voice and the Conversations on Diversity Planning Committee | <ul style="list-style-type: none"> As a university, it provides us with an opportunity to stay current on the various issues surrounding diversity, both through knowledge and advocacy. |

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| opportunity to discuss the complexities of group and individual identities and how they influence one another. | | | | <ul style="list-style-type: none"> ▪ To plan and facilitate next semester/years Conversations on Diversity Series |
| 2. Through the Multicultural welcome Receptions, provide our new and current students with an opportunity to network, build alliances and make friends with faculty, staff, alumni, administrators, community members and their fellow peers. | Annual Report | Student Voice | The Office of Diversity | <ul style="list-style-type: none"> ▪ A retention tool, fostering a welcoming environment at Chico State ▪ To plan and facilitate next years MC Welcome Receptions |
| EDUCATIONAL OPPORTUNITY PROGRAM | | | | |
| 1. Development of EOP Students' Sense of Community | KMIT Learning Outcomes | 1. UNIV 102 course evaluation specifically addresses: I have learned about campus resources because of this class; I have met new people because of this class. | 1. Evaluations are administered in UNIV 102 sections (anonymously); results are compiled by EOP Educational Data and Technology Specialist and given back to instructors. | <ul style="list-style-type: none"> ▪ This is the first time we have attempted to measure this learning outcome; it confirmed that first year students learned about campus resources (86%) and met new people because of UNIV 102 (86%) |
| 2. Enhance English Skills for EOP First Year Students | KMIT Learning Outcomes | Comparison data of percentages of how many EOP first year students passed ENGL 130 compared to previous years. | ENGL 130 data is compiled by EOP Educational Data and Technology Specialist; percentage of those who participated in Summer Bridge (where we implemented an English | <ul style="list-style-type: none"> ▪ This was a first-time program implementation which confirmed that the English enhancement during Summer Bridge was successful. |

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| | | | component) versus those who did not was compared. | |
| FINANCIAL AID & SCHOLARSHIP OFFICE | | | | |
| 1. Work-Study students learn to use campus resources and establish important relationships with the campus community. They are relatively more successful academically, as a result. | Annual report | Mean, median, mode GPA for Work-Study students vs. non-Work-Study students. Retention rates for Work-Study students vs. non-Work-Study students | Dan Reed and Kentiner David. We have developed PeopleSoft queries to identify the relevant student populations and associated GPA and retention data. We run these queries on a yearly basis. | <ul style="list-style-type: none"> We use the data to explain the benefits of the Work-Study program to prospective students, parents, and the general public. |
| 2. Personal responsibility – Financial Aid Satisfactory Academic Progress (SAP). Our advising efforts help students experiencing SAP issues be more successful academically. | Annual report | Students with SAP issues are required to do an appeal and meet with a financial aid advisor. We look at all students with current “fail” SAP status and see if they get better the next time we measure SAP. | Dan Reed and Kentiner David. We have developed PeopleSoft queries to identify these cohorts. We look at these students again the next time we measure SAP. | <ul style="list-style-type: none"> We use it to justify the need for student financial aid advising. |
| STUDENT HEALTH SERVICES | | | | |
| 1. Written Evaluation of Focused Group Presentation on Health Issues (Variable Topics) | Documented in minutes of meetings and shared with SHS staff. Will be posted in SHS website by Spring Semester | Through written survey forms that allows students to rate the presentation and the learning outcome | The Director by using Excel, all responses are tallied and the ratings are averaged. | <ul style="list-style-type: none"> Result of the evaluation is used to adjust and tailor the future presentations to be more effective in promoting student learning outcomes. |
| 2. Student Voice web survey to Graduating Students re learning outcomes from utilizing services at Student Health Service | Documented in minutes of meetings, shared with SHS staff, and shared with student groups such as SHAC, focused groups, student organizations, etc. | With the use of Student Voice tool, emails were sent to 1,800 graduating students identified as having used SHS within the last three years to complete a brief survey questionnaire. | The Director by using various reporting tools available from Student Voice web survey. | <ul style="list-style-type: none"> Result of the survey is used for strategic planning by the Director on whether new services need to be explored and added or existing services need to be enhanced, modified or discontinued. |

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| STUDENT JUDICIAL AFFAIRS | | | | |
| 1. Reflection Paper re: Academic Dishonesty | These learning outcomes will be in our annual report. | We use a rubric to assess whether the student has met certain outcomes. We also look at the recidivism data. | The rubric assessment is done by Linda Gatton. Each paper is read and rated using the rubric. The information is then put into a table for reporting purposes. | <ul style="list-style-type: none"> ▪ The findings are used to assess if students are aware of the ethical issues involved in cheating, are familiar with what the University considers cheating, and understand the circumstances that led them to make a poor decision in order that they will be able to avoid making the same mistake again. |
| 2. Reflection Paper re: Substance Abuse | Learning outcomes will be in our annual report and also may be used by CADEC | A rubric was developed by Student Judicial Affairs and CADEC to assess the learning outcome combining the SJA process with the education component of the CADEC alcohol or substance abuse class. Also used will be recidivism data. | The rubric assessment is done by both Linda Gatton and Shauna Quinn. Each paper is read and rated using the rubric. The information is then put into a table for reporting purposes. | <ul style="list-style-type: none"> ▪ The findings are used to assess if students understand the circumstances that led them to make poor decisions regarding alcohol and drugs. Also assessed is knowledge learned about the effects of alcohol and drugs and understanding of the University Student Conduct Code and its repercussions. |
| UNIVERSITY HOUSING AND FOOD SERVICES | | | | |
| FACULTY MENTOR PROGRAM 1. To determine to what degree the interactions between Faculty Mentors and residence hall students affect the quality of life and learning for students. | UHFS Annual Goals Shared with faculty members and Resident Advisors during the recruitment phase for the following year (April of each year) Shared with faculty members, Resident Advisors and professional staff during Fall Faculty Mentor Orientation (August of each year) | Residence Hall students participate in surveys and focus groups. On-line surveys are administered by Student Voice and data is gathered and summarized by Student Voice. The following surveys are conducted during the academic year: <ul style="list-style-type: none"> ▪ Fall Quality of Life Survey: online survey administered to all residence hall students (Likert scale of 1-4) ▪ End of Fall Semester Reflection of the faculty mentor program by faculty mentors: online survey administered to faculty members participating in the program (multiple choice and open ended questions) | Data gathered is anonymous. Data is interpreted by the Associate Director for Residential Life with review by the Director of University Housing & Food Service. All data gathered through focus groups and surveys is analyzed and shared with the stakeholders: faculty mentors, Resident Advisors and professional staff. | <ul style="list-style-type: none"> ▪ The findings are shared during monthly meetings with the faculty mentors. ▪ The findings assist in developing 'goals' and 'best practices' for the following year. |

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| | UHFS website | <ul style="list-style-type: none"> ▪ End of Fall Semester Reflection of the faculty mentor program by resident advisors: online survey administered to resident advisors who work directly with the faculty mentors (multiple choice and open ended questions) ▪ Spring Semester Focus Groups: small group feedback from residents who have a faculty mentor assigned to their floor (oral feedback that is documented by professional staff) ▪ Spring Quality of Life Survey: online survey administered to all residence hall students (Likert scale of 1-4) | | |
| <p>UHFS DEFERRED MAINTENANCE NEEDS</p> <p>2. To identify short and long term deferred maintenance requirements and obligations for UHFS Facilities Operations by conducting in-depth reviews of mechanical equipment, building envelopes and student-use areas.</p> | UHFS Annual Goals | <p>Having a working knowledge of the scope, complexity and magnitude of deferred maintenance projects through:</p> <ul style="list-style-type: none"> ▪ Professional evaluations of mechanical equipment, building envelopes and interior design/aesthetics. ▪ Reviewing history of work orders and problem areas ▪ Soliciting feedback from facilities, custodial and residential life staff | <p>-Data is interpreted by the Associate Director for Facility Operations and Project and Assistant Director for UHFS Capital Projects.</p> <p>-Data is shared with the facilities staff to help prioritize projects.</p> | <ul style="list-style-type: none"> ▪ Data is shared with the Director of UHFS to create short and long term plans. ▪ Monies are earmarked for these projects. |