Student Affairs Assessment Planning

Student Affairs Assessment Workshop
January 28 & 29, 2015
University of Cincinnati

Presenters: Heidi Pettyjohn, Paula Doughman, Kim Fulbright, Jaime Sperandio, Fran Larkin, Trent Pinto, Nicole Ausmer, Ph.D.
Assessment Workshop 1

- Review and reflect on the 2014-15 Assessment Priorities
- Assessment Glossary
- Five Questions Tool
- Student Affairs Planning Template
WHAT
Every organization on the planet knows WHAT they do: the products they sell or the services they offer.

HOW
Some organizations know HOW they do it: the things that make them special or set them apart from their competition.

WHY
Very few organizations know WHY they do what they do... Not the result, but the purpose, cause or belief. Why is the very reason your organization exists.

WHAT
Every organization on the planet knows WHAT they do: the products they sell or the services they offer.
2014- 2015 Priorities

• Create our understanding/definition of “Culture of Evidence”

• Build Capacity for a Culture of Evidence
  – Education/teaching fundamental skills
  – Defining processes
  – Sharing information/generating ideas
  – Identify needed resources

• Define divisional structure for assessment
Culture of Evidence Revisited

“The term “Culture of Evidence” refers to a commitment among student affairs professionals to use hard data to show how the programs they offer, the processes they implement, and the services they provide are effective and contribute significantly to an institution’s ability to reach its stated goals and fulfill its mission” – Culp and Dungy, “Building a Culture of Evidence in Student Affairs”, 2012
Culture of Evidence Revisited

What a Culture of Evidence looks like:

- Believing in the importance of assessment
- Building assessment into what we do
- Using assessment to determine why we do what we do
Assessment Cycle

Identify Need

Evaluate

Conceptualize

Implement

Plan
Building Blocks

Divisional Mission, Vision, Objective and Priorities

Office and Programmatic Mission and Vision

Common Language
Student Affairs Assessment
Glossary

Divisional Vision Statement: “The Dream”.

Student Affairs: Continuously reimagining the student experience
Student Affairs Assessment Glossary


Through our engagement with students, they progress academically, discover their values, develop their identity and realize their full potential.
Student Affairs Assessment Glossary

“A mission is different from a vision in that the former is the cause and the latter is the effect; a mission is something to be accomplished whereas a vision is something to be pursued for that accomplishment.”

(http://www.businessdictionary.com/definition/mission-statement.html#ixzz3OH3xBLOT)
Student Affairs Assessment Glossary

**Divisional Objective:** The guiding principle that tells us how the division is doing what it says it is doing.

*Operating from a culture of evidence to deliver high impact programs and ensure diversity and inclusion among and throughout all strategic priorities*
Student Affairs Assessment Glossary

- **Strategic Priorities**: Long term, broad areas of focus that holistically address the ways in which we will be actively involved for the next 5 years and areas where we need to be involved to reach our vision and mission.

- **Divisional Programmatic Objectives**: How offices, programs and services will be designed to achieve the Strategic Priorities

- **Learning/Developmental Objectives**: The broadly intended student impact as a result of the programmatic objectives
Through our interaction with students, they progress academically; discover their values; develop their identity; and realize their full potential.

**Strategic Priorities**

- **Accessible Culture of Academic Success**
- **Holistic Development of Students**
- **Intentional Student Advocacy**
- **Engaging Relationships and Experiences**

**Programmatic Objectives**

- Services and programs are intentionally designed to support and promote a culture of academic success for all students.
- Leadership and educational programs are focused on the holistic development of student participants.
- Student advocacy programs will educate and develop a UC community that is inclusive and affirming.
- Programs and experiences will provide students a safe space to engage with members of the UC Community who can support their continued development and success.

**Learning Developmental Objectives**

- Students who participate in academic support services will evidence academic success, be retained, and graduate.
- Students will discover and define their personal values and goals, and identify how those will be realized at UC and beyond.
- Students will feel empowered to fully engage with the UC community as they experience consistent inclusion and respect throughout campus.
- Students will cultivate relationships and have experiences that create bonds and which support their retention and success at the University of Cincinnati.
Five Questions Program Planning Tool

- Begin to shift thinking about our programs and services from the “what” to the “why”
- Help align programs and services with the Strategic Priorities
- Guide completion of Student Affairs planning template
5 Questions Examples

• Just Conversations- Ombuds Office

  1. What are we going to do/are we doing? (Include basic descriptions, demographics, timelines, etc.)
    • “Just Conversations” is a pilot program of student (peer) mediators in Daniel’s Hall in collaboration with RED.
    • Timeline: Fall 2014- Develop Partnership with RED- identify role of Peer Mediator and halls to use in pilot program by Fall Semester 2014
    • Seek Funding- ASAP
    • Create program and curriculum with learning outcomes for peer mediators and for students participating in mediation and protocol for PMs to follow by early Spring Semester 2015
    • Create Student Worker Position by mid-Spring Semester 2015
    • Recruit Students/Interview candidates- Spring Semester 2015
    • Train Students by late Spring Semester/very early summer 2015
    • Implement Program- Fall Semester 2015
    • Fall Training (with RED)
    • Begin Office Hours in Daniels Hall
    • Have meetings every other week to check in, team build and continue education
    • PM responsible for a program ~once per month
    • Recruit students Spring Semester for next year (depending on how many will continue in the program)
    • Spring Training
2. How will we measure operational/programmatic success in delivery? (How will we know how well we are doing it?)
- For Pilot Year: Gain funding for program
- Hire diverse and competent team of 6 peer mediators
- Train mediators in a 14-hour mandatory spring training to give skills for mediation and conflict coaching
- Students “return” in fall complete mandatory refresher training/cross-training with RED
- Organize team meeting every other week. Set schedule for optimum attendance
- Coordinate program with RED to be coordinated and have clear roles- “maintenance” meetings once a semester with RED to get feedback

3. Why are we doing it? (What drives this office to provide this?)
- Research shows that mediation and peer mediation benefit students and institutions (communities and holistic development).
- It often shows academic achievement and performance, improves interpersonal and intergroup relations and climate, teaches communication skills and self-control, and increases self-esteem.
- It decreases aggressiveness, discipline (conduct) referrals, suspension rates, and violent behavior.
- Mediation is not a punitive process so it enables the relationship to grow versus other processes which is important in a live-in community.
- Connect a group of students to our office
4. How should students be different as a result of this?
• PM should be different because:
  • Increased mediation skills
  • Increased communication skills
• Parties should be different because:
  • Conflict they have been experiencing should be lessened
  • Increased skills to resolve conflict
• RAs should be different because:
  • Feel supported in dealing with interpersonal conflict with an “in-house” resource
  • Can focus on different responsibilities rather than trying to mediate interpersonal conflicts that arise/spend less time mediating/dealing with conflict in hall

5. How will we measure the student impact?
• Students report resolution to their identified conflict (satisfaction survey)
• Students report trust in mediation process and PM (satisfaction survey)
• RAs in Daniels know about Just Conversations and made referral (survey or questions in collaboration with RED)
• PMs are retained into the next year (if possible)
• PMs report increased knowledge and skills through pre-post test and evaluations through the academic year with supervisor
• PMs feel conflict resolution and communication skills are applicable in their life pre-post test and evaluations through the academic year with supervisor
1. What are we going to do/are we doing? (Include basic descriptions, demographics, timelines, etc.)

   A semester long program, in collaboration with the Learning Assistance Center, aimed at academically supporting our student staff who are just below the required 2.50 cumulative GPA for maintaining employment. RAs are contracted to receive academic coaching sessions throughout the semester with periodic check-ins, support and “cheerleading” by our AD of academic initiatives.

2. How will we measure operational/programmatic success in delivery? (How will we know how well we are doing it?)

   We track all of our student employees GPAs. If a student falls slightly below the required 2.50 then they are required to enter the ARP. We receive weekly reports from members of the LAC and collaborate on best ways to put a plan of action in place for the individual. At the end of the semester we receive their updated grades and if they have achieved a 2.50 then they are taken off of the academic probation.
3. Why are we doing it? (What drives this office to provide this?)

The RA role can drastically affect a student’s academics. While more often than not it is in positive ways (more structure, supervision questions around academics, etc…) some students struggle with their academics upon taking on such a difficult leadership role.

The Academic Recovery Program supports our students through their classwork which promotes their standing as a role model RA on their floor and in their community. The position is then seen as a leadership position which promotes academics and shows that one bad semester will not bring down a student’s academic career.
4. How should students be different as a result of this?

Student’s GPA will increase, they’ll be able to maintain their employment while simultaneously learning new study skills which will help them down the road. Additionally the RAs will know of the services offered by the LAC and be able to promote their center with students on their floor who may be struggling as well.

5. How will we measure the student impact?

We will know if a student has successfully achieved the required 2.50 GPA and are able to maintain a high level of academics after attending the program. If a student goes through the program, is successful, and then their grades are maintained, we will know it has been worth it!
5 Questions Examples

• **Into the Streets- CCE**

  1. What are we going to do/are we doing? (Include basic descriptions, demographics, timelines, etc.)

     Execute a large-scale, campus-wide community service event. All students are invited to participate in 6 – 8 hours of service on a Saturday near the beginning of the academic year.

  2. How will we measure operational/programmatic success in delivery? (How will we know how well we are doing it?)

     Success in delivery will be measured by maintaining or increasing the number of student volunteers year over year, maintaining or increasing the number of service projects and community partners/communities served year over year. Student satisfaction feedback, along with community partner feedback will also be used to identify areas of success and areas in need of improvement.
3. Why are we doing it? (What drives this office to provide this?)

The event is implemented to provide an easily accessible way for students to serve unmet needs in the wider community while building connections between students who serve together; to help students become oriented to service; and to provide an opportunity for students to complete service hours for course, scholarship, or organizational requirements.
4. How should students be different as a result of this?

Students should begin or continue to develop a sense of civic responsibility, empathy, and understanding for others and the needs of an urban community. Participation will contribute to students’ sense of place and foster a connection with the community outside of the university. Students will create connections with non-profit community partners where they may choose to continue to serve. Students will have earned service hours that may contribute scholarship renewal, successful course completion, organizational requirements, and personal growth.

5. How will we measure the student impact?

Student impact will be measured by the number of student participants, the number of service hours recorded, scholarship renewal, course completion, and student feedback.
Groups

Becoming Bearcats

Student Affairs is working with UC Communications to create a 3 minute “Becoming Bearcats” video to be unveiled at Convocation. The video will feature student leaders giving tips for first year students, and will highlight some favorite “Bearcat Traditions”, including athletic events, student organizations, commencement, Co-Op and Internships, Study Abroad, experiential learning, etc.

The video will be upbeat, focus on video and pictures, and quotes from students will be brief and energetic.
Take a Break!

Part 2: Planning Template
<table>
<thead>
<tr>
<th>Divisional Programmatic Objectives: Services and programs will be intentionally designed to support and promote a culture of academic success</th>
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</table>
| Program Goals  
(what office/staff will do to reach programmatic objectives) |
| Indicators  
(the evidence that the goal will be met) |
| Outcome  
(What happened) |
| Resulting Plan of Action |

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<td>Question 4: How should students be different because of this?</td>
<td>Question 5: How will we measure the student impact?</td>
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Student Affairs Assessment
Glossary

Program or Service Level Planning

**Program Goals:** A description of the specific actions that staff/offices will take to align the program or service with the divisional programmatic objective

- **Program Indicators:** Measurable ways that staff will know if program goals were met (the evidence)

**Learning/Developmental Goals:** A description of how students will be impacted as a result of the program or service

- **Learning/Developmental Indicators:** Measurable ways that staff will know if learning/developmental goals were met (the evidence). Written in the form of student learning/developmental outcomes with action verbs and skill statements.
Developmental/Learning Outcomes
Alignment of Outcomes

Institutional Mission & Division Strategic Priorities

Programmatic Outcomes

Student Learning Outcomes
• Formal statements that articulate:
  – The **knowledge, skills/abilities**, and **attributes** we want our students to be able to demonstrate.
  • From their learning experiences both curricular and co-curricular activities.
Objectives vs. Outcomes

Objectives—they describe the intended purpose and expect results of teaching activities and establish a foundation for assessment. Objectives are brief, clear statements that describe the desired learning outcomes.

- **Cognitive Objectives**: What do you want your participants to know?
- **Affective Objectives**: What do you want your students/participants to care about?
- **Behavioral**: What do you want your students/participants to be able to do.

Outcomes—Statements that describe significant and essential learning that students/participants have achieved, and can be reliably demonstrated at the end of the service or program—The essential and enduring knowledge abilities (skills) and attitudes (values, dispositions).

Simple put…

Objectives are **intended** results or consequences of instruction, curricula, programs, or activities. Outcomes are **achieved** results or consequences of what was learned—evidence took place.
Bloom's Taxonomy (brief)

**Knowledge**
- Recall of information; Discovery; Observation; Listing; Locating; Naming

**Comprehension**
- Understanding; Translating; Summarising; Demonstrating; Discussing

**Application**
- Using and applying knowledge; Using problem solving methods; Manipulating; Designing; Experimenting

**Analysis**
- Identifying and analyzing patterns; Organisation of ideas; recognizing trends

**Synthesis**
- Using old concepts to create new ideas; Design and Invention; Composing; Imagining; Inferring; Modifying; Predicting; Combining

**Evaluation**
- Assessing theories; Comparison of ideas; Evaluating outcomes; Solving; Judging; Recommending; Rating
Simply put…

A Bloom's Taxonomy Poster For Students
Learning Outcomes
should be...

• They should be:
  – Based on PLOs
  – Collaborative
  – Learner centered
  – Specific
  – Action oriented
  – Cognitively appropriate
  – Behavioral
  – Measurable
  – Observable
  – Understandable
  – Achievable
  – Realistic
Questions for Assessment

• What do you want the student to be able to do? (Outcome)
• What does the student need to know in order to do this well? (Curriculum)
• What activity will facilitate the learning? (Pedagogy)
• How will the student demonstrate the learning? (Assessment)
• How will I know the student has done this well? (Criteria)
Example One (Specific)

As a result of active participation in Welcome Weekend, students will be able to:

• Articulate university academic expectations;
• Identify campus resources;
• Express university traditions;
• Demonstrate a knowledge of how to get involved on campus; and
• Understand the role and responsibility of being a member of the University of Cincinnati Community.

Learning Outcomes
Example Two (Overarching)

Students who are members of the Programs and Activities Council (PAC) will:

• Model the organization’s mission when serving as an organization representative.
• Commit to supporting the foundational principles of the University of Cincinnati and documents put forth by the institution.
• Assist in positively impacting the campus community by creating experiences that foster safe, quality programs that build community.
• Develop an understanding of knowledge for campus programming and university policies.
• Develop critical thinking skills.
• Exhibit responsible decision-making and personal accountability.
• Demonstrate a commitment to best practices in campus programming
• Demonstrate an understanding of group dynamics and effective teamwork
• Develop a wide range of leadership skills and abilities.
• Work on creative marketing and promotional ventures in order to reach the student body in unique ways to PAC-out events.
Two basic questions

• What does the student need to know?
• Why do they need to know this?

Time to practice!!
How to use Learning Outcomes

• Put them on your Website.
• Assess them frequently.
• Report the assessment if necessary.
• Use the information to improve your program/service.
Goals-Part of the Planning Process

- Identify a student need
- Develop a program/service with goals in mind
- Set goals (program and learning/developmental)
- Define success (measureable indicators)
Program Goals and Learning/Development Goals

Program Goals

- Office Focused
- What will we do to implement this Program/Service?
- What will we do to improve this Program/Service?
- Goals should be specific, so that they can be measured.

Learning/Development Goals

- Student Focused
- How will students be impacted by this Program Service?
- How will student impact be improved?
- Goals should be specific, so that they can be measured.
Program or Service Level Reporting

**Outcomes:** The “What happened”. A description of what the data says that programs achieved and/or how students were impacted.

**Resulting Plan of Action:** A description of how staff and offices will use the outcomes to influence ongoing programmatic and learning/developmental goals and indicators.
2015-2016 Planning Template

• Consistency in reporting outcomes
• Align programming with divisional priorities
• Look at programming in the context of the assessment cycle
• Identify where assessment needs lie on that cycle
What’s Next?

February 25-26 Second All Student Affairs Assessment Workshop – Data Collection.
- How to gather the data needed to support the indicators
- What data and tools are already available (SSI/NSSE; IR; CampusLink; Qualtrics; Bi-Query, etc.)
- Good survey construction
- SSI and NSSE Data
- Conversations about innovative data collection strategies
- Bring one draft of planning template to workshop!