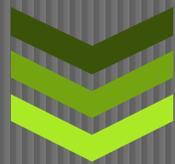


HSU Division of Enrollment Management and Student Affairs



Assessment Workbook

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Division of Enrollment Management and Student Affairs

Contents

Introduction	3
Mission Statements.....	4
Goals.....	5
Outcomes.....	6
Program Outcomes	
Learning Outcomes	
Methods of Assessment.....	10
Data Analysis.....	13
Using Results.....	14
Annual Report Template.....	15
References and Resources.....	17

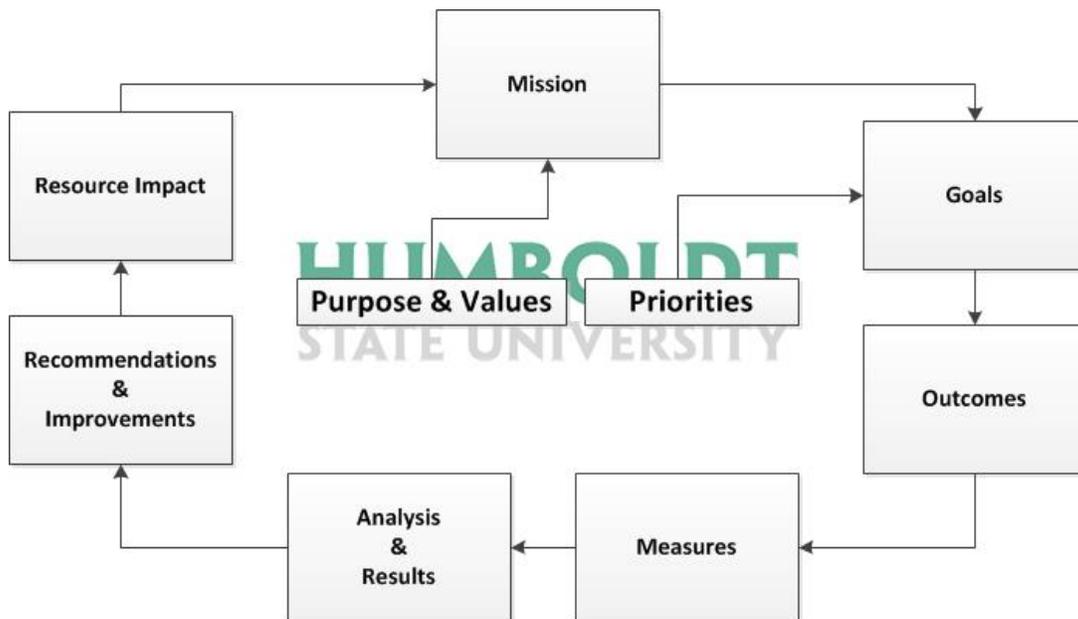
Introduction

The purpose of all Student Affairs assessment activities at Humboldt State University is to provide the opportunity to carefully examine our services and programs, improve effectiveness and efficiency, and increase the probability that the campus environment that we create contributes to the success of our students. Using assessment to create a culture of 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 helps us address:

- *why we do what we do,*
- *determine if we are doing what we say we are doing,*
- *share what we are doing, as well as to*
- *help us to better serve students.*

With regular and frequent data collection and assessment, we can articulate our accomplishments, gain perspective for improvement, become more transparent and accountable, and plan effectively. The following model depicts the iterative assessment process and how it contributes to overall organizational improvement.



This Enrollment Management and Student Affairs Assessment Workbook has been developed as a tool. Please use it as a guide for the assessment efforts in your area. The content of this workbook and the methods presented here reflect that of the larger higher education assessment community.

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 is aiming to achieve, describe the community the program is designed to serve, and 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 your mission statement?

Checklist for your mission statement:

- Is it clear and concise?
- Does it describe your department's purpose?
- Does it define your 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 your program/department goals?

Checklist for your program/department goals:

- Describe what the program is trying to accomplish overall.
- Broad general statements that are enduring.
- Is aligned with university, division, unit missions and goals.
- Provides departmental focus.
- Not a “to do” list.

OUTCOMES

Outcomes (sometimes called objectives) are focused, concrete statements derived from goals that are written in measurable or assessable language. They state what a program is to do, achieve, or accomplish. Outcomes should meaningfully describe *how* the related goal will be achieved, and, where possible, indicate desired level of attainment. For planning purposes, create **OUTCOMES** first and programs second. For our Division, departments will likely have general or business outcomes and/or student learning outcomes.

General Outcomes focus on improving operations. They are written, measurable statements regarding the efficiency, effectiveness and customer service components of a department. These outcomes are not related to the learning taking place, but rather to the structures in place to facilitate learning such as: Needs/Satisfaction, Utilization, Participation, Retention, User Demographics, Revenue generated, and Cost per program. Use simple, specific action verbs to describe what will happen over the course of your program; don't bundle outcomes together in one statement that cannot be measured by a single method.

Format(s) of a General Outcome:

"The (subject) will be able to (action verb) (object) (target) (modifiers)."

"Subject + Action Verb + Measurement Strategy = Result, Achievement or Accomplishment."

Examples:

-The Academic Success Center **will increase participants in supplemental instruction sessions on math** to 250 students per term.

-Housing and Food Services Operation team **will be able to respond to 80% of Housing Info e-mails** within one business day.

What are your General Outcomes? How will you measure it?

Desired Outcome	Is it measureable?

Checklist for general outcomes:

- Describe/support your department's overall purpose.
- Useful to identify areas to improve.
- Are measurable.
- Outcomes requiring different assessment methods aren't bundled into one statement.
- Is aligned with department goals and unit and division mission.
- Reflects CAS standards for your department, if applicable.

Learning Outcomes focus on what a student's knowledge skills, ability, attitude or disposition. 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's ok to bundle similar learning together if accomplished in the same activity/program/service. Remember that student learning outcomes must apply to one of the designated EMSA Learning Domains.

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 do you expect the audience to know/be able to do? These should be action centered behaviors that are easily identified. Bloom's Taxonomy (see 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 your 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 UHDS, 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.
- As a result of their participation on the Student Affairs Student Advisory Board, students will be able to articulate the development of personal leadership skills.
- Students will be able to describe the significance of professional appearance at work.

A helpful and frequently used resource for writing learning outcomes is Bloom's Taxonomy of Cognitive Skills. The chart shows the multiple levels of learning, from the simplest form to the most complex.

Category	Definition	Action Verb
Knowledge Information Gathering	recalling or remembering something without necessarily understanding, using, or changing it	Tell, list, describe, name, repeat, remember, recall, identify, state, select, match, know, locate, report, recognize, observe, choose, who, what, where, when, cite, define, indicate, label, memorize, outline, record, relate, reproduce, underline
Comprehension Deeper Understanding of Knowledge	understanding something that has been communicated without necessarily relating it to anything else	Explain, restate, find, describe, review, relate, define, clarify, illustrate, diagram, outline, summarize, interpret, paraphrase, transform, compare similarities and differences, derive main idea, arrange, convert, defend, discuss, discuss, estimate, extend, generalize, give examples, locate, report, translate
Apply Use of Knowledge	using a general concept to solve problems in a particular situation; using learned material in new and concrete situations	Apply, practice, employ, solve, use, demonstrate, illustrate, show, report, paint, draw, collect, dramatize, classify, put in order, change, compute, construct, interpret, investigate, manipulate, modify, operate, organize, predict, prepare, produce, schedule, sketch, translate
Analyze Compare and Contrast	breaking something down into its parts; may focus on identification of parts or analysis of relationships between parts, or recognition of organizational principles	Analyze, dissect, detect, test, deconstruct, discriminate, distinguish, examine, focus, find coherence, survey, compare, contrast, classify, investigate, outline, separate, structure, categorize, solve, diagram, determine evidence and conclusions, appraise, break down, calculate, criticize, debate, experiment, identify, illustrate, infer, inspect, inventory, question, relate, select
Evaluate Judging the Outcome	judging the value of material or methods as they might be applied in a particular situation; judging with the use of definite criteria	Coordinate, judge, select/choose, decide, debate, evaluate, justify, recommend, verify, monitor, measure, the best way, what worked, what could have been different, what is your opinion, test, appraise, assess, compare, conclude, contrast, criticize, discriminate, estimate, explain, grade, interpret, rate, relate, revise, score, summarize, support, value
Create Original or new creation	creating something new by putting parts of different ideas together to make a whole	Create, hypothesize, design, construct, invent, imagine, discover, present, deduce, induce, bring together, compose, pretend, predict, organize, plan, modify, improve, suppose, produce, set up, what if, propose, formulate, solve (more than one answer), arrange, assemble, categorize, collect, combine, devise, explain, generate, manage, perform, prepare, rearrange, reconstruct, relate, reorganize, revise, argue for

What are your Student Learning Outcomes?

How will you assess it?

Which CAS learning domain applies?

KA: Knowledge Acquisition, Construction, Integration & Application

CC: Cognitive Complexity

IC: Interpersonal Competence

ID: Intrapersonal Development

HCE: Humanitarianism & Civic Engagement

PC: Practical Competence

Desired Learning Outcome	Is it measurable?	KA	CC	ID	IC	HCE	PC

Checklist for student learning outcomes:

- Aligns with EMSA learning outcomes.
- Supports the mission statement of the unit/department.
- Include a specific audience (**A**).
- Specifies the behavior you hope to achieve (**B**).
- Includes a condition or context for learning (**C**).
- Include a measurable degree of learning (**D**).
- Is realistic and achievable.

Means of Assessment (Methods)

Assessment Method: the manner in which you collect evidence.

Once your outcomes are written and you provide the programs, services and activities to your 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 your outcome was achieved.

1.) Determine what you are trying to measure

- Reflect back to your outcomes as they are the basis for any decisions you make regarding measurement.
- Identify your subject group.
- Determine if you need “numbers” or “stories” to answer your question.

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 that you will need: 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 task, examination or test; student papers or presentations; and student portfolios used to assess for 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. It captures their perceptions of what students are probably learning, and students' perceptions of their learning and the educational environment that supports that learning, such as access to and the quality of services, programs, or educational offerings that 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 if necessary.
- It is important to realize that not every educational objective can always be assessed.
- Identify those that you prize most highly and that can be meaningfully measured.
- Select carefully those outcomes that your department is most interested in having students achieve.
- You may not be able to assess all of your important learning outcomes in a single year, but remember that outcomes assessment is an ongoing process.
- Some data already exists. Familiarize yourself with the reports and available institutional data.

How will you assess your outcomes?

Desired Outcome	Criteria	Data Needed	Type of Assessment	Assessment Tool

Data Analysis

Once the data has been collected, analyze it (bring in an expert if necessary). What does the data tell you? Analyze the data to determine if and to what extent your outcomes were achieved. Consider the format in which you will need the data in order to analyze it and the format in which you will present it (charts, graphs, text, etc.). Determine in advance if you need additional consultation 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 includes counts, percentages, comparisons between groups, relationships between variables. If possible, it will be important 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 your goal, you may need to use a mixed method (combine qualitative and quantitative data) to explain or contextualize your findings. As you consider the impact of your work, through data analysis, remember that it may take time (months, semesters, or years) to fully understand the overall impact. One-time assessment is a snapshot in time but continuous and iterative assessment will help you achieve short and long term program goals.

Using Results

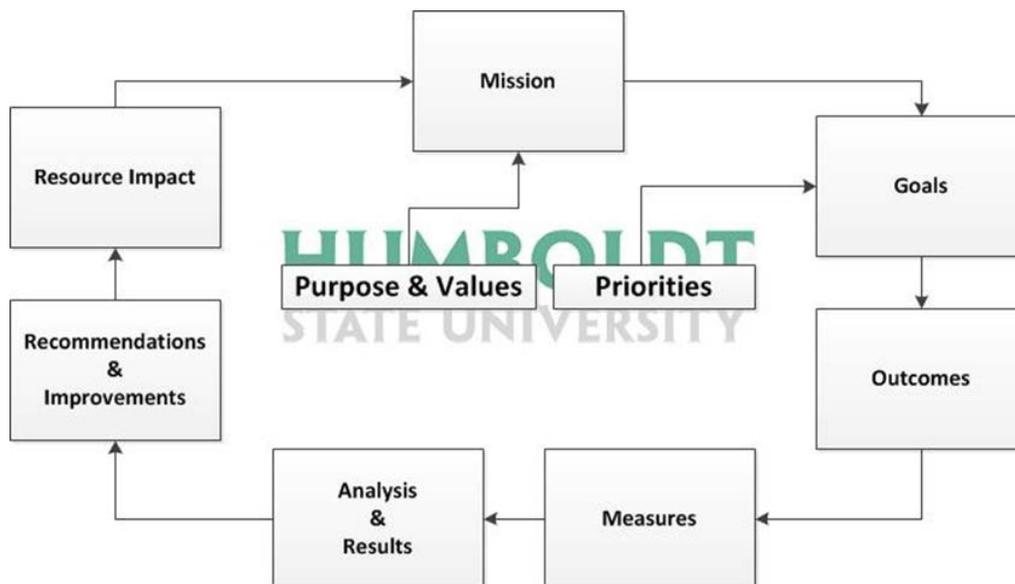
Reporting

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 your programs and services more effective in achieving your desired outcomes. Share your findings with others for additional assistance in making sense of the results and for transparency. Be prepared to share your 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 your program or delivery as a result of your assessment. Use this opportunity to articulate the ways in which your department has met stated goals and the ways in which you have responded to changing demographics, technologies, external requirements, or other relevant factors. It may also be appropriate to describe any factors that have hindered your ability to achieve your goals.

Remember, assessment helps us plan. Taking time to reflect on the data will help you make sound decisions to improve the effectiveness of your program. Reflect upon the organizational improvement model to be sure that our mission, goals, outcomes, investments, and conclusions are all in alignment with your next steps.



Annual Report Template

- I. Mission
- II. Goals
 - a. Goal 1
 - i. Outcome 1
 - 1. Type of Outcome
 - 2. Learning Domain (if applicable)
 - 3. Description of Outcome
 - 4. Measurement Strategy
 - 5. Assessment Method
 - 6. Results of Assessment
 - 7. Conclusions
 - ii. Outcome 2 (add as many as necessary)
 - 1. Type of Outcome
 - 2. Learning Domain (if applicable)
 - 3. Description of Outcome
 - 4. Measurement Strategy
 - 5. Assessment Method
 - 6. Results of Assessment
 - 7. Conclusions
 - b. Goal 2
 - i. Outcome 1 (add as many as necessary)
 - 1. Type of Outcome
 - 2. Learning Domain (if applicable)
 - 3. Description of Outcome
 - 4. Measurement Strategy
 - 5. Assessment Method
 - 6. Results of Assessment
 - 7. Conclusions
 - c. Goal 3
 - i. Outcome 1 (add as many as necessary)
 - 1. Title
 - 2. Type of Outcome
 - 3. Learning Domain (if applicable)
 - 4. Description of Outcome
 - 5. Measurement Strategy
 - 6. Assessment Method
 - 7. Results of Assessment
 - 8. Conclusions
- III. Investments
- IV. EOY Summary, Conclusions, and Recommendations
 - a. Summary and Conclusions
 - b. Next Steps and Plans for Improvement
 - c. Budget Requests
 - d. Reviewer feedback, Unit Lead Comments, VP Comments

References and Resources

References

Culp M.M. & Dungy, G.J. (Eds.). (2012). *Building a culture of evidence in student affairs*. Washington, DC: NASPA.

Dean, L.A. (Ed.). (2009). *CAS professional standards for higher education*. (7th ed.) Washington, DC: Council for the Advancement of Standards in Higher Education.

Adapted Resources

www.sa.uncg.edu/assessment/

www.oas.ucf.edu/doc/acad_assess_handbook.pdf

www.answerdesk.orst.edu/studentaffairs/assessment-education-and-training
assessment.uconn.edu/primer/goals1.html

www.academicprograms.calpoly.edu/assessment/assessplanguide.html

www.ou.edu/content/studentaffairs/mission_and_goals.html

www.studentaffairs.utah.edu/assessment/

www.techlearning.com/studies-in-ed-tech/0020/blooms-taxonomy-blooms-digitally/44988

www.sa-assessment.uoregon.edu/ResourcesandTraining/WritingStudentLearningOutcomes.aspx

<http://studentaffairs.ucmerced.edu/assessment-research-and-evaluation>