Learning Outcomes

• Participants will be able identify the purpose of assessment efforts
• Participants will be able to develop an assessment plan
• Participants will be able describe the meaning of assessment
• Participants will be able to identify challenges faced by STLCC
The AER Competency Area

“The Assessment, Evaluation, and Research (AER) competency area focuses on the ability to design, conduct, critique, and use various AER methodologies and the results obtained from them, to utilize AER processes and their results to inform practice, and to shape the political and ethical climate surrounding AER processes and uses in higher education.”

Source: ACPA & NASPA
The VPH Competency Area

“The Values, Philosophy, and History competency area involves knowledge, skills, and attitudes that connect the history, philosophy, and values of the student affairs profession to one’s current professional practice. This competency area embodies the foundations of the profession from which current and future research, scholarship, and practice will change and grow. The commitment to demonstrating this competency area ensures that our present and future practices are informed by an understanding of the profession’s history, philosophy, and values.”

Source: ACPA & NASPA
Why Assessment in Student Affairs?

“...without assessment, student affairs is left only to logic, intuition, moral imperatives, goodwill, or serendipity in justifying its existence...”

– Upcraft & Schuh, 1996

"Madame Zelinski can provide an even more accurate reading with your date of birth and social security number."
STLCC: Student Affairs
Background Information

• Over the last three years, St. Louis Community College has engaged in active assessment activities, which includes the division of Student Affairs. This renewed effort is partly due to STLCC preparation for the Higher Learning Commission (HLC) (2018) visit and also an attempt to create capacity in the assessment area.

• The division of Student Affairs is embarking on a cultural transformation in the assessment area. On the heels of the HLC accreditation visit, the Division had the momentum to transform its assessment efforts. Student Affairs, over the years, did not have capacity among its ranks. The assessment efforts and endeavors assisted in creating an evidence-based culture, attitude, developing talent, and managing knowledge.
Challenges

Student Affairs has made tremendous progress in its efforts at improving assessment practices and ultimately building a culture of evidence. These efforts were faced with challenges that were overcome and still ongoing. Among these include:

- Creating an evidence-based culture and attitude
- There is a lack of knowledge about assessment processes, tools, and models
- Developing talent and managing knowledge
- Generating and disseminating knowledge
- Building an infrastructure for Student Affairs assessment efforts
- Building capacity (increase in skills and development)
- Unstable leadership between fall 2013-spring 2016
Why Form an Assessment Committee?

- To develop a culture of evidence
- Make assessment a priority
- Data collected enables us to make informed decisions about our practice
- Promote a paradigm shift from accountability to action
- To build capacity in student affairs assessment
  - Competency in assessment to champion evidence-based data collection
  - Program improvement and effectiveness
Purpose of the Committee

The Assessment Committee’s purpose is to enhance the competency area of Assessment, Evaluation, and Research (AER) and work with leadership and functional teams for outcomes-based assessment and toward developing a culture of assessment and evidence-based gathering within Student Affairs.
The Committee agreed to the following reasons for developing an Assessment Committee:

- To develop a culture of evidence
- Make assessment priority
- Promote accountability
- Build capacity within Student Affairs
- Competency in assessment
- Program improvement and effectiveness
- Becoming champions for assessment efforts
Comprehensive Assessment Model in Student Affairs

Establish Objectives

Establish outcomes and intentionally structure programs to address those

Assess:
Determine if you have achieved outcomes

Evaluate:
Use assessment information to examine programs and services

Strategic Goals for the University
Student Affairs Mission Statement
Student Affairs Strategic Plan
Professional Standards and Guidelines

Services
Learning
Development
Detailed Assessment Cycle

1. Gather Data
2. Review and interpret Assessment Results
3. Develop (Division/Departmental) Goals
4. Identify Outcomes
5. Connect with program services and learning opportunities
6. Inform Decisions and Practices

## Examples of Student Affairs SLO's
### St. Louis Community College (FY 2014-2015)

<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>Student Learning Outcome</th>
<th>Alignment with General Education Student Learning Outcomes</th>
<th>CAS Domain</th>
<th>Experience Provided for Learning</th>
<th>When Learning Should Occur</th>
<th>Measurement Tool</th>
<th>Measurement – Who &amp; When</th>
<th>Assessment Results &amp; Analysis</th>
</tr>
</thead>
</table>
| **Academic Advising**       | Students will create an academic plan based on their abilities and interests.            | - Valuing B,F  
- Communicating H  
- Higher-Order Thinking A,C,E  
- Managing Information A,B,C,E                                               | - Knowledge Acquisition, Construction, Integration and Application  
- Cognitive Complexity  
- Interpersonal  
- Practical Competence                                                    | - NSRW  
- STR 050  
- Advising Meetings  
- Classroom Presentations                                                  | 0-24 credit hours | Hyperion Report (direct): pull MAPs in SPACMNT for current students who have 25 credit hours. | Advising (who)  
Fall/Spring (when)                                                                 | 20% of students with 25 hours will have a MAP on file.                                                                 |
| **Assessment**              | Student will identify the purpose of the course placement testing process. COGNITIVE    | - Communicating  
- Higher-Order Thinking  
- Managing Information                                                        | - Knowledge Acquisition, Construction, Integration and Application                                                                 | - Admin info/letter  
- Credit Enrollment Guide  
- Placement video  
- Results interpretation                                                     | Prior to testing | Responses to survey questions on COMPASS                                                                 | Assessment Managers will interpret results Fall/Spring semesters | 65% will indicate correct purpose of placement test. |
| **Campus Life Clubs & Organizations** | Develop and use communication skills to develop relationships and interact with others. | - Valuing  
- Managing info  
- Higher Order Thinking  
- Communicating                                                              | - Knowledge Acquisition, Construction, Integration and Application  
- Cognitive Complexity  
- Intrapersonal Development  
- Interpersonal Competence  
- Practical Competence                                                     | - Student Government Meetings  
- Student Club/Organizations Meetings  
- Public Speaking Engagements  
- Promotion of club/organization activities                                   | - On-going  
Fall/Spring Semesters | - Attendance tracking  
- Emails  
- Advisor Reports                                                              | Club Officers  
SGA Officers  
Campus Life Staff – Fall and Spring Semesters                                    | 50% of students in clubs or organizations will report positive communication among their group |
| **Counseling**              | Students will develop a plan to improve academic standing.                               | - Managing info C  
- Higher Order Thinking B  
- Communicating G                                                              | - Knowledge Acquisition, Construction, Integration and Application  
- Cognitive Complexity  
- Intrapersonal Development  
- Interpersonal Competence  
- Practical Competence                                                     | - Academic counseling  
- Classroom presentations  
- Workshops                                                                   | - On-going  
< 2.0 GPA | Academic Contract                                                             | Counselors – Fall/Spring/Summer                                              | 90% of students will create plan to improve their academic standing |
| **Student Assistance Program** | Students will identify means to support their academic endeavors.                       | - Valuing D.  
- Managing info A,C,E  
- Higher order Thinking C  
- Communicating A,G                                                            | - Knowledge Acquisition, Construction, Integration and Application  
- Cognitive Complexity  
- Intrapersonal Development  
- Interpersonal Competence  
- Practical Competence                                                     | - Individual/Walk-in appointments  
- Print, web and phone resources                                              | - Ongoing | - Academic contract  
- Recommended Academic Plan                                                   | SAP Specialists as needed every semester                                   | 50% of students will be able to identify means to support their academic endeavors. |

**Note:**
- CAS: Course Attribute Statement
- STR: Student Risk Indicator
- NSRW: National Student Risk Warning
- COMPASS: Comprehensive Assessment System
<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Data Level of Performance Indicated</th>
<th>Data Analysis</th>
<th>Results of Performance</th>
<th>Using Emergent Data to Make Data Driven Decisions or Adjust Outcome</th>
<th>Programming Meets SLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO #1: Students will identify the purpose of the placement testing process.</td>
<td>Seventy percent (70%) of respondents will indicate the correct purpose of the placement test.</td>
<td>Students’ responses were gathered via an online survey, administered prior to testing, in the period June of 2017 through April of 2018. The method and sample size permitted valid generalizations to be made from the data collected to measure SLOs 1, 2, and 3. Results were clearly delineated, by campus and college, indicating both raw numbers and percentages of student learning.</td>
<td>Results indicated that seventy-seven percent (77%) of test takers understood the test’s purpose, which reflected a significant improvement over the same reporting period a year ago.</td>
<td>Assessment will seek continuous improvement in student performance on SLOs 1, 2, and 3 by revising old or adopting new print, audio, and digital media targeted at prospective students. A revised preparation video and new Power Point presentation were adopted, in the fall of 2017. Greater transparency will be sought through a heightened presence on the College’s external website. The unit, also, will seek the continuing support of the College’s recruiters and high school partners in communicating the test’s purpose, importance, and preparation materials.</td>
<td>The learning achieved exceeded the expected level of performance.</td>
</tr>
<tr>
<td>SLO #2: Students will be able to utilize course placement test preparation materials.</td>
<td>Sixty percent (60%) of test takers will indicate knowledge of placement test preparation materials.</td>
<td></td>
<td>Findings indicated that sixty-six percent (66%) of respondents had knowledge of materials for test preparation, which reflected a significant improvement over the same reporting period a year ago.</td>
<td>The outcome exceeded the level of expected student performance.</td>
<td></td>
</tr>
<tr>
<td>SLO #3: Students will understand the importance of the placement test in terms of the time and cost to goal completion.</td>
<td>Fifty percent (50%) of test takers will indicate knowledge of course placement.</td>
<td></td>
<td>Results indicated that sixty-four percent (64%) of test takers understood the test’s importance, which reflected a significant improvement over the same reporting period a year ago.</td>
<td>The learning achieved exceeded the expected level of performance.</td>
<td></td>
</tr>
<tr>
<td>SLO #4: Students will demonstrate ethical behavior in test taking.</td>
<td>Ninety percent (90%) of students will demonstrate ethical behavior.</td>
<td>Test irregularity reports were employed to determine the number and percentage of test takers, who had engaged in unethical behavior.</td>
<td>Findings indicated that ninety-nine percent (99%) of test takers had engaged in ethical behavior, which represented negligible improvement over a year ago.</td>
<td>Assessment will continue to monitor test takers and update codes of conduct and test security procedures, as needed. The unit, also, may consider adopting a more direct means of measuring the impact of Assessment’s programming on this important, student learning outcome.</td>
<td>The outcome exceeded the level of expected student performance.</td>
</tr>
</tbody>
</table>
Must Read Assessment Textbooks
Coordinating Student Affairs
Divisional Assessment

Edited by Kimberly Yousey-Elsener, Erin M. Bentrim, and Gavin W. Henning

1. TENET ONE: BUILDING CAPACITY IN STUDENT AFFAIRS ASSESSMENT:
   Roles of student affairs assessment Coordinators

2. TENET TWO: CULTIVATING A CULTURE OF ASSESMENT

3. TENET THREE: DEVELOPING INFRASTRUCTURE FOR STUDENT AFFAIRS
   ASSESSMENT PRACTICES

4. TENET FOUR: LEADING LOGISTICAL AND ADMINISTRATIVE
   ASSESSMENT TASKS IN STUDENT AFFAIRS
5. TENET FIVE: USING TECHNOLOGY TO ADVANCE ASSESSMENT

6. TENET SIX: BUILDING TALENT AND INCREASING ASSESSMENT KNOWLEDGE

7. TENET SEVEN: CONNECTING ASSESSMENT TO PLANNING, DECISION MAKING, AND RESOURCE ALLOCATION

8. TENET EIGHT: CULTIVATING ETHICAL ASSESSMENT PRACTICE

9. TENET NINE: NAVIGATING POLITICS

10. TENET TEN: “OTHER DUTIES AS ASSIGNED”
Assessment in Student Affairs
John H. Schuh, J. Patrick Biddix, Laura A. Dean, Jillian Kinzie

1. Understanding the Contemporary Assessment Environment
2. Designing and Planning an Assessment Project
3. Framing Assessment with the Highest Ethical Standards
4. Measuring Individual Student Learning And Growth
5. Program Outcomes and Program Review
6. Facilitating Data and Program Review
7. Using Qualitative Techniques in Conducting Assessment
8. Using Qualitative Techniques in Conducting Assessments

9. Developing and Selecting Instruments

10. Assessing Student Campus Environments

11. Assessing Quality through Comparisons

12. Getting Assessment Projects Started And Ensuring Sustainability

13. Reporting Assessment Results And Bringing about Change

14. Developing a Culture of Assessment

15. Taking a Look at Assessment in the Future: A Look into Our Chrystal Ball
Literature to Consider
Literature to Consider
Moving Forward

Student Affairs will continue to use continuous improvement process to improve our practices and processes and ultimately produce robust learning outcomes. We should continue to promote the Assessment Committee and educate staff members at all levels.

The leadership and coverage of the Assessment Committee will be transferred to two functional managers who are capable to manage and lead this effort.

It will be a wise use of funds if the division can invest in a graduate student position and partner with one of the graduate Student Affairs and Leadership programs in the St Louis Metro area.
References


References


