

# Assessment in Student Affairs

April 26, 2019

*Franklyn Taylor*

*Laura Davidson*

# 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

© The New Yorker Collection. Leo Cullum from cartoonbank.com. All Rights Reserved.



"Madame Zelinski can provide an even more accurate reading with your date of birth and social security number."

10

# 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



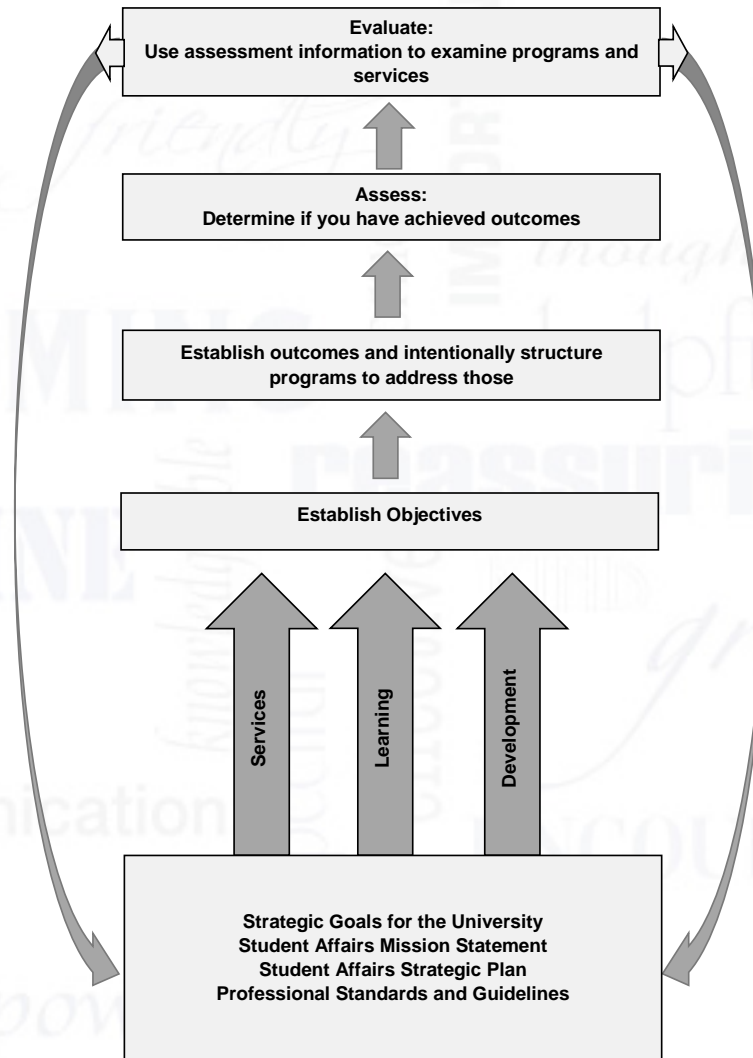
# Purpose of the Committee

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.

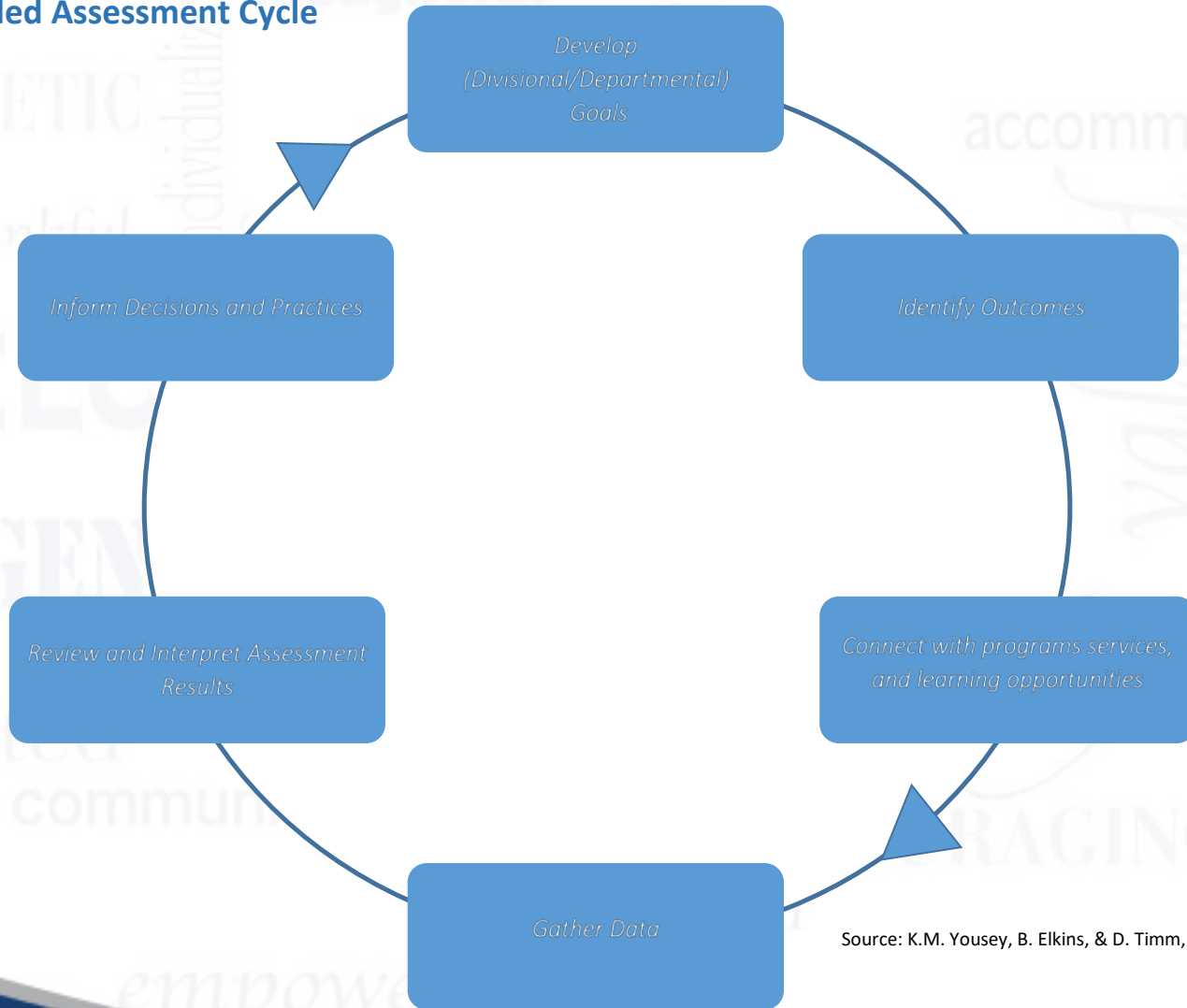
# The Committee agreed to the following reasons for developing an Assessment Committee:

- 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



## Detailed Assessment Cycle



Source: K.M. Yousey, B. Elkins, & D. Timm, 2007

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

DEPARTMENT	Student Learning Outcome	Alignment with General Education Student Learning Outcomes	CAS Domain	Experience Provided for Learning	When Learning Should Occur	Measurement Tool	Measurement – Who & When	Assessment Results & Analysis
Academic Advising	Students will create an academic plan based on their abilities and interests.	<ul style="list-style-type: none"> <li>▫ Valuing B,F</li> <li>▫ Communicating H</li> <li>▫ Higher-Order Thinking A,B,C</li> <li>▫ Managing Information A,B,C,E</li> </ul>	<ul style="list-style-type: none"> <li>▫ Knowledge Acquisition, Construction, Integration and Application</li> <li>▫ Cognitive Complexity                             <ul style="list-style-type: none"> <li>▫ Interpersonal</li> </ul> </li> <li>▫ Practical Competence</li> </ul>	<ul style="list-style-type: none"> <li>▫ NSRW</li> <li>▫ STR 050</li> <li>▫ Advising Meetings</li> <li>▫ Classroom Presentations</li> </ul>	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. <i>COGNITIVE</i>	<ul style="list-style-type: none"> <li>▫ Communicating</li> <li>▫ Higher-Order Thinking</li> <li>▫ Managing Information</li> </ul>	<ul style="list-style-type: none"> <li>▫ Knowledge Acquisition, Construction, Integration and Application</li> </ul>	<ul style="list-style-type: none"> <li>▫ Admin info/letter</li> <li>▫ Credit Enrollment Guide</li> <li>▫ Placement video</li> <li>▫ Results interpretation</li> </ul>	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.	<ul style="list-style-type: none"> <li>▫ Valuing</li> <li>▫ Managing info</li> <li>▫ Higher Order Thinking</li> <li>▫ Communicating</li> </ul>	<ul style="list-style-type: none"> <li>▫ Knowledge Acquisition, Construction, Integration and Application</li> <li>▫ Cognitive Complexity                             <ul style="list-style-type: none"> <li>▫ Intrapersonal Development</li> <li>▫ Interpersonal Competence</li> </ul> </li> <li>▫ Practical Competence</li> </ul>	<ul style="list-style-type: none"> <li>▫ Student Government Meetings</li> <li>▫ Student Club/Organizations Meetings</li> <li>▫ Public Speaking Engagements</li> <li>▫ Promotion of club/organization activities</li> </ul>	<ul style="list-style-type: none"> <li>▫ On-going</li> <li>▫ Fall/Spring Semesters</li> </ul>	<ul style="list-style-type: none"> <li>▫ Attendance tracking</li> <li>▫ Emails</li> <li>▫ Advisor Reports</li> </ul>	<ul style="list-style-type: none"> <li>▫ Club Officers</li> <li>▫ SGA Officers</li> <li>▫ Campus Life Staff – Fall and Spring Semesters</li> </ul>	50% of students in clubs or organizations will report positive communication among their group
Counseling	Students will develop a plan to improve academic standing.	<ul style="list-style-type: none"> <li>▫ Managing info C</li> <li>▫ Higher Order Thinking B</li> <li>▫ Communicating G</li> </ul>	<ul style="list-style-type: none"> <li>▫ Knowledge Acquisition, Construction, Integration and Application</li> <li>▫ Cognitive Complexity                             <ul style="list-style-type: none"> <li>▫ Intrapersonal Development</li> <li>▫ Interpersonal Competence</li> </ul> </li> <li>▫ Practical Competence</li> </ul>	<ul style="list-style-type: none"> <li>▫ Academic counseling</li> <li>▫ Classroom presentations</li> <li>▫ Workshops</li> </ul>	<ul style="list-style-type: none"> <li>▫ On-going</li> <li>▫ &lt; 2.0 GPA</li> </ul>	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.	<ul style="list-style-type: none"> <li>▫ Valuing D.</li> <li>▫ Managing info A,C,E</li> <li>▫ Higher order Thinking C</li> <li>▫ Communicating A,G</li> </ul>	<ul style="list-style-type: none"> <li>▫ Knowledge Acquisition, Construction, Integration and Application</li> <li>▫ Cognitive Complexity                             <ul style="list-style-type: none"> <li>▫ Intrapersonal Development</li> </ul> </li> <li>▫ Practical Competence</li> </ul>	<ul style="list-style-type: none"> <li>▫ Individual/walk-in appointments</li> <li>▫ Print, web and phone resources</li> </ul>	<ul style="list-style-type: none"> <li>▫ Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>▫ Academic contract</li> <li>▫ Recommended Academic Plan</li> </ul>	SAP Specialists as needed every semester	50% of students will be able to identify means to support their academic endeavors.

Learning Outcomes	Assessment Data Level of Performance Indicated	Data Analysis	Results of Performance	Using Emergent Data to Make Data Driven Decisions or Adjust Outcome	Programming Meets SLO
SLO #1: Students will identify the purpose of the placement testing process.	Seventy percent (70%) of respondents will indicate the correct purpose of the placement test.	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.  Test irregularity reports were employed to determine the number and percentage of test takers, who had engaged in unethical behavior.	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.	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.	The learning achieved exceeded the expected level of performance.
SLO #2: Students will be able to utilize course placement test preparation materials.	Sixty percent (60%) of test takers will indicate knowledge of placement test preparation materials.		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.		The outcome exceeded the level of expected student performance.
SLO #3: Students will understand the importance of the placement test in terms of the time and cost to goal completion.	Fifty percent (50%) of test takers will indicate knowledge of course placement.		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.		The learning achieved exceeded the expected level of performance.
SLO #4: Students will demonstrate ethical behavior in test taking.	Ninety percent (90%) of students will demonstrate ethical behavior.		Findings indicated that ninety-nine percent (99%) of test takers had engaged in ethical behavior, which represented negligible improvement over a year ago.		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.



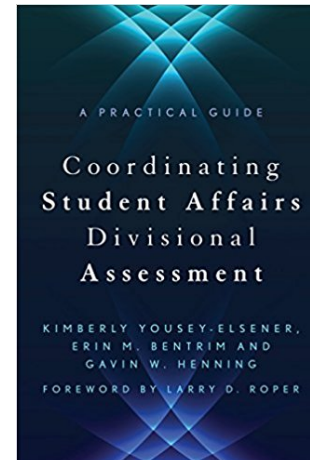
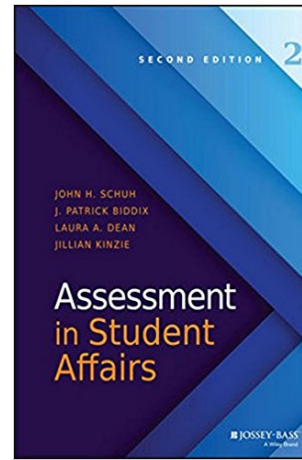
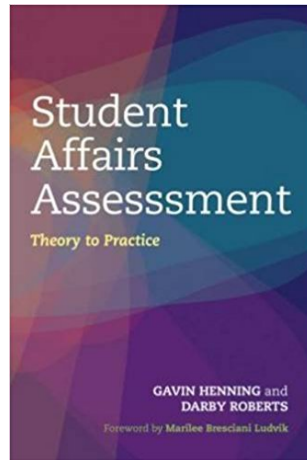
EMPATHETIC thoughtful  
thankful individualized  
friendly  
accommodated  
informed IMPORTANT  
thoughtful helpful  
WELCOMING  
GENUINE reassuring  
valued  
KIND  
grateful  
accepted communication respectful effective interested  
communication respectful effective interested  
ENCOURAGING  
satisfied  
empowered



St. Louis  
Community  
College

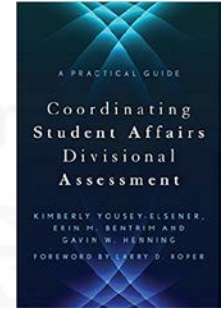
EXPANDING MINDS • CHANGING LIVES

## Must Read Assessment Textbooks



# Coordinating Student Affairs Divisional Assessment

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

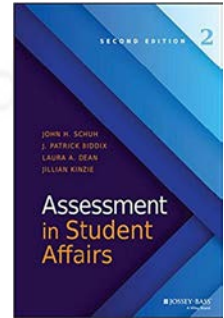


1. TENET ONE: BUILDING CAPACITY IN STUDENT AFFAIRS ASSESSMENT:  
Roles of student affairs assessment Coordinators
2. TENET TWO: CULTIVATING A CULTURE OF ASSESMENT
3. TENET THREE: DEVELOPING INFRASTRUCTURE FOR STUDENT AFFAIRS  
ASSESSMENT PRACTICES
4. TENET FOUR: LEADING LOGISTICAL AND ADMINISTRATIVE  
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*

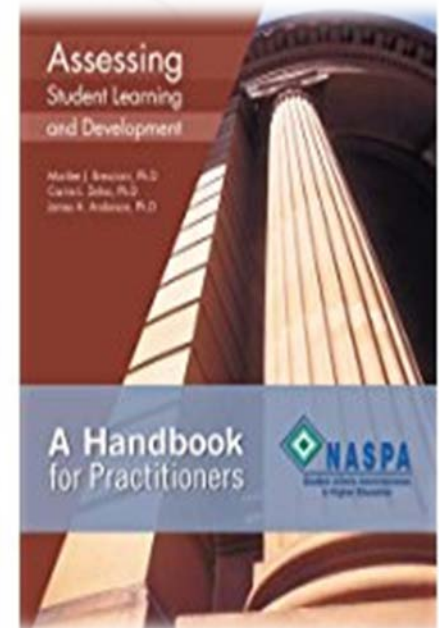
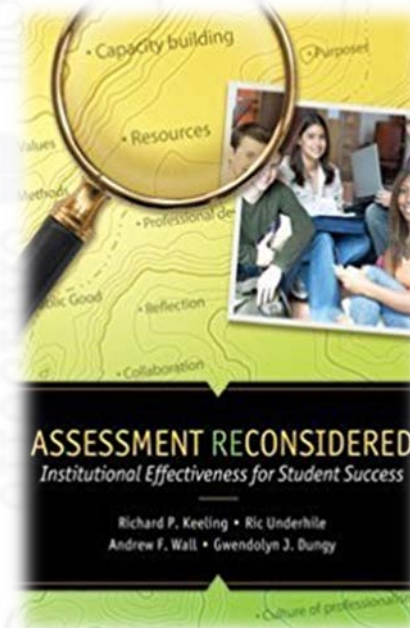
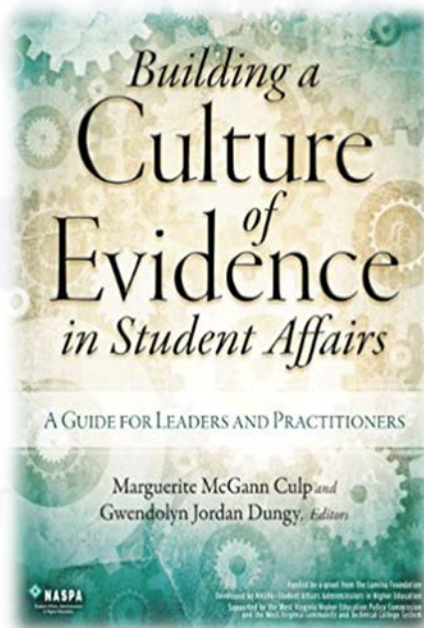
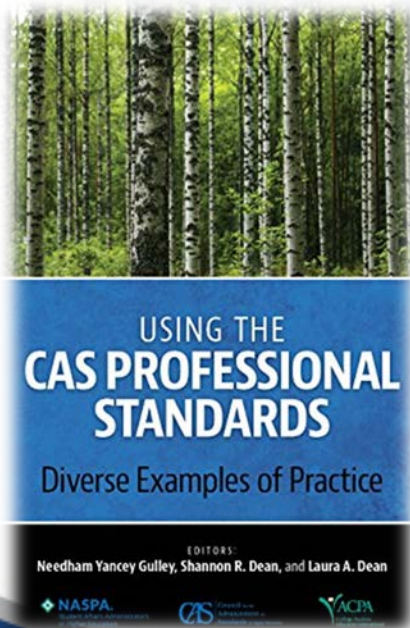


1. Understanding the Contemporary Assessment Environment
2. Designing and Planning an Assessment Project
3. Framing Assessment with the Highest Ethical Standards
4. Measuring Individual Student Learning And Growth
5. Program Outcomes and Program Review
6. Facilitating Data and Program Review
7. Using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

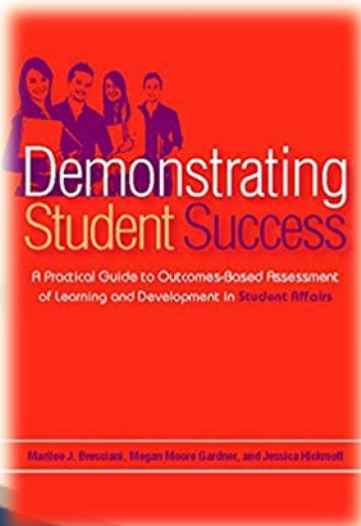
8. Using Qualitative Techniques in Conducting Assessments
9. Developing and Selecting Instruments
10. Assessing Student Campus Environments
11. Assessing Quality through Comparisons
12. Getting Assessment Projects Started And Ensuring Sustainability
13. Reporting Assessment Results And Bringing about 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

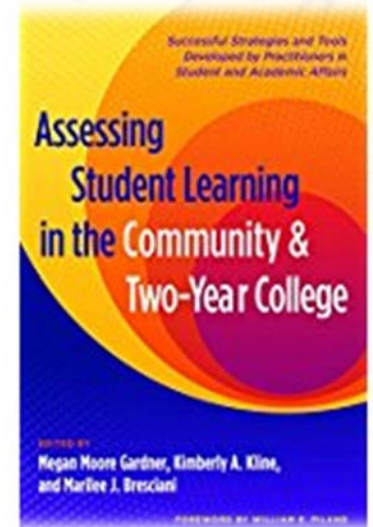


# Literature to Consider



## Assessment Methods for Student Affairs

John H. Schuh  
and Associates  
FOREWORD BY M. LEE UPCRAFT



# 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

- Bresciani, M. J., Gardner, M. M., & Hickmott, J. (Eds.) (2009). *Case studies for implementing assessment in student affairs: New directions for student services*, 27. San Francisco, CA: Jossey-Bass.
- Bresciani-Ludvik, M. J., Gardner, M. M., & Hickmott, J. (2010). *Demonstrating student success: A practical guide to outcomes-based assessment of learning and student development in student affairs*. Sterling, VA: Stylus Publishing.
- Bresciani, M. J., Zelna, C. L., & Anderson, J. A. (2004). *Assessing student learning and development: A handbook for practitioners*. Washington, DC: NASPA.
- Culp, M., & Dungy, G. J. (Eds.) (2012). *Building a culture of evidence in student affairs: A guide for leaders and practitioners*. Washington, DC: NASPA.
- Gardner, M. M., Kline, K., & Bresciani, M. J. (Eds.) (2014). *Assessing student learning in the community and two-year college: Successful strategies and tools developed by practitioners in student and academic affairs*. Sterling, VA: Stylus Publishing.
- Gulley, N. Y., Dean, S. R., & Dean, L. A. (2017). *Using the CAS professional standards: Diverse examples of practice*. Washington, DC: NASPA.
- Keeling, R. P., Wall, A. F., Underhile, R., & Jordan, G. (2018). *Assessment reconsidered: Institutional effectiveness for student success*. Washington, DC: NASPA.
- Schuh, J. H. (2008). *Assessment methods for student affairs*. San Francisco, CA: Jossey-Bass.

# References

- Bresciani, M. J., Gardner, M. M., & Hickmott, J. (Eds.) (2009). *Case studies for implementing assessment in student affairs: New directions for student services*, 27. San Francisco, CA: Jossey-Bass.
- Bresciani-Ludvik, M. J., Gardner, M. M., & Hickmott, J. (2010). *Demonstrating student success: A practical guide to outcomes-based assessment of learning and student development in student affairs*. Sterling, VA: Stylus Publishing.
- Bresciani, M. J., Zelna, C. L., & Anderson, J. A. (2004). *Assessing student learning and development: A handbook for practitioners*. Washington, DC: NASPA.
- Culp, M., & Dungy, G. J. (Eds.) (2012). *Building a culture of evidence in student affairs: A guide for leaders and practitioners*. Washington, DC: NASPA.
- Gardner, M. M., Kline, K., & Bresciani, M. J. (Eds.) (2014). *Assessing student learning in the community and two-year college: Successful strategies and tools developed by practitioners in student and academic affairs*. Sterling, VA: Stylus Publishing.
- Gulley, N. Y., Dean, S. R., & Dean, L. A. (2017). *Using the CAS professional standards: Diverse examples of practice*. Washington, DC: NASPA.
- Keeling, R. P., Wall, A. F., Underhile, R., & Jordan, G. (2018). *Assessment reconsidered: Institutional effectiveness for student success*. Washington, DC: NASPA.
- Schuh, J. H. (2008). *Assessment methods for student affairs*. San Francisco, CA: Jossey-Bass.



St. Louis  
Community  
College

EXPANDING MINDS • CHANGING LIVES