



## Panelist

- Dr. Carmen A. Jordan-Cox
- Associate Professor, Educational Leadership Doctoral Program
- Rowan University
- [Jordan-cox@rowan.edu](mailto:Jordan-cox@rowan.edu)



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## Presentation Overview

- The role of outcomes-based assessment
- The assessment cycle
- Components of a Student Affairs assessment plan
- Keys to developing a learning outcomes assessment plan
- Moving the process along
- Questions and Answers

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## Presentation Learning Outcomes

- Participants will learn to:
  - Identify the roles that outcomes-based assessment plays in student learning and in the overall success of both the Student Affairs Division and of individual departments and programs within the division.
  - Define the following concepts within a Student Affairs assessment plan:
    - Mission Statement
    - Core Values
    - Programmatic Goals
    - Learning Outcomes
    - Alignment/Mapping
    - Measurement Methods/Tools
    - Criteria-based Results
    - Data-driven Decisions

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## Presentation Learning Outcomes (cont.)

- Participants will learn to:
  - Develop a mission and goal-driven learning outcomes assessment plan for their department or program.
  - Identify several simple assessment techniques/tools for use with students.
  - Discuss specific assessment issues at their institution with others from within their division and hear from other institutions concerning assessment issues.

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## The Role of Outcomes Based Assessment in Student Learning

- The Student Learning Imperative (ACPA, 1996)
- Learning Reconsidered (NASPA, ACPA, 2004)
- Middle States Commission on Higher Education (2007)
- Council for the Advancement of Standards in Higher Education (2008)

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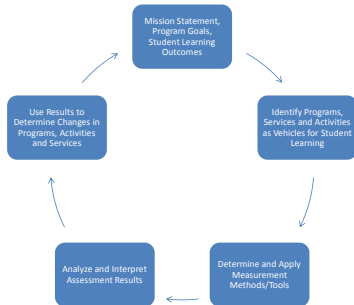
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## The Assessment Cycle



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## Components of a Student Affairs Assessment Plan

### Mission Statement

#### Definition

- A clearly written statement for your division/department/program that defines your core purpose, intended direction and desired result or outcome

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## Mission Statement-Elements

- **Beneficiary/target audience:** Who does your department or program serve? Who are the beneficiaries (stakeholders) of your program or service?
- **Contribution:** What services, programs or products do you provide to students and the institution?
- **Vision:** What is your vision for the future of your division, department or program?

11

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## Mission Statement-Role

- Is consistent with, complementary to and supportive of the institutional and divisional missions
- Provides a filter to distinguish what is important from what is not
- Provides a framework for performance indicators to evaluate your current activities
- Is necessary for strategic planning because it drives the allocation of resources

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## Mission Statements-Examples

### Public University- Student Affairs Division:

*The Student Affairs Division provides and supports a collaborative learning environment that promotes education of the whole person within a global society. Student Affairs is dedicated to actively and civically engaging students by encouraging healthy life choices, multicultural competency, personal and professional growth, campus and community involvement and leadership development. As an integral partner in the intellectual process, Student Affairs is committed to student learning and continual improvement through ongoing assessment and review of its programs and services.*

13

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## Mission Statements-Examples

### Private/Religious University-Student Affairs Div.:

*In the belief that the glory of God is a human being fully alive, the Division of Student Affairs supports the University Mission through programs and services designed to advance student learning. The goals of the Division of Student Affairs are:*

- To promote innovative programs and events which develop an enlivened and engaged campus community.
- To instill in students the values of the service of faith and the promotion of justice.
- To guide students through a process of reflection, self-discovery, and character development.
- To promote the balanced development of body, mind, and spirit.
- To foster students' respect for each other in an intercultural community.
- To advance the University's recruitment and retention efforts.

14

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## Mission Statements-Examples

### Departmental/Program Mission Statement

#### Orientation and Student Leadership Programs

*The Office of Orientation and Student Leadership Programs (OSLP) serves to enhance the experience of undergraduate students by facilitating programs and services to assist in the ongoing processes of transition and leadership development. We introduce students to the opportunities to make the most of their college education, and provide a capstone to students' co-curricular learning and development through leadership certification.*

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## Mission Statement-Process

- The process of developing a mission statement and articulating your mission is nearly as important as the product.
- The process helps participants determine which programs, activities, etc. conform with the college/university imperatives.
- A shared sense of purpose can inspire and motivate participants to communicate the vision and purpose to both internal and external constituents.

16

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## Components of a Student Affairs Assessment Plan

### Core Values

#### Definition

- Traits or qualities your institution, division or department cherishes
- Your department's highest priorities and deeply held driving forces and beliefs

#### The Role of Core Values in Assessment

- Provide basic principles that guide interactions with and among stakeholders
- Establish boundaries of behavior for your organizational culture and subculture

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## Core Values-Some Sources

- College or university mission, vision and values statements and strategic plan
- Divisional mission, values and strategic plan
- Accrediting bodies (e.g., Middle States, WASC, etc.)
- Professional associations (e.g., NASPA, NCAA, ACPA, ACUHO, etc.)
- State Commission on Higher Education (publics)
- Founding Religious Order
- Personal values

18

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## Core Values-Examples

- Service, a.k.a. civic engagement , citizenship (common across institutional types)
- Diversity, a.k.a. inclusiveness (common across institutional types)
- Integrity
- Leadership
- Collaboration
- Learning
- Civility/ Respect
- Empowerment
- Advocacy
- Engagement

19

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## Core Values-Characteristics

- Core values should be consistent with, complementary to and supportive of the institutional and divisional core values
- Core values should be strongly held
- Core values should be widely held
- Core values should be stable over time

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## Components of a Student Affairs

### Assessment Plan

#### Programmatic Goals

- Planning and assessment flow from broader departmental or programmatic goals to more specific student learning outcomes.
- Departmental/programmatic goals can be one in the same for small departments offering very focused or limited programs.
- Departmental/programmatic goals and student learning outcomes should be coherent and related to the mission and goals of the college/university and the division.
- Generally 5-8 departmental/programmatic goals are appropriate.
- Department goals specify what the *department or program* will do. Student Learning Outcomes specify what the *students* will learn or be able to do.

21

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### Programmatic Goals-Examples

- Some departmental/ program goals extend beyond students. Some examples of departmental/program goals include:
  - Students will demonstrate the knowledge and skills to be successful tutors.
  - Students will be critical thinkers and problem solvers.
  - Students and staff will be ethical and professional in their behavior.
  - Department staff will develop and implement collaborative programs and activities among faculty, staff and students that involve mentorship and community service.
  - Counselors will provide excellent advising services.

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### Components of a Student Affairs Assessment Plan

#### Student Learning Outcomes (SLO's)

- **FUNDAMENTAL INQUIRY**
  - What should a student know or be able to do as a consequence of:
    - participating in your departmental program(s)?
    - using your service?
    - attending your event?

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### What is an SLO?

- SLOs are defined as the skills, abilities and/or knowledge that students will exhibit as a result of having completed a program of studies or having utilized a support service or program.

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## Why are SLOs Important ?

- SLOs provide departments, programs and services an opportunity to communicate to students the skills, abilities and/or knowledge that should be attained after receiving a service or participating in a program.
- SLOs provide an opportunity for departments, programs and services to assess student attainment of these skills, abilities and knowledge.
- Ultimately, data from the assessment will assist in continuous program improvement as programs and services use information on student progress to inform curricular and co-curricular development.

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## SLO Questions

- What do you want the student to be able to do?
- What knowledge, skills or abilities should the ideal student participant demonstrate?
- How will students be able to demonstrate what they learned?
- How does this program and outcome fit within the Division's Student Learning Outcomes?

The focus should be on the **student outcome** (i.e., what the student will be able to do with the information or experience, not what the department or program does.)

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## SLO Characteristics

- An SLO should specify an action by the student that must be observable and measurable.
- An SLO should begin with an action verb so that outcomes can be demonstrated and measured.
- SLOs should address student competency rather than context coverage.
- Outcomes should be specific, focused and clear.

27

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## Departmental SLO-Examples Leadership Program

As a result of their participation in the Leadership Program, students will be able to:

- Demonstrate an understanding of various leadership paradigms and styles, and identify those that resonate most closely with their own values and identity.
- Understand and enhance their abilities for self-management and ethical decision-making.
- Examine and enhance their ability to use effective leadership tools with others, including such skills as Teambuilding and Group Facilitation, Effective Communication, Motivating Others, Respect, Integrity, Inclusion, Listening, and Conflict Management.
- Understand and use Organizational Management skills such as Group Dynamics, Group Facilitation, Goal Setting and Assessment, Policies, Processes and Procedures, Event Planning, Marketing and Advertising, Budgeting and Fundraising, Delegation, Accountability and Visioning.
- Display the ability to integrate and apply leadership knowledge, styles, skills and tools within self-selected University and Community settings and organizations.

28

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## Components of a Student Affairs Assessment Plan

### Aligning and Mapping Your Outcomes

- Department or programmatic SLO's should be aligned with department or program goals, which should be aligned with divisional or university outcomes and goals.
- Aligning SLO's with external standards (CAS, etc.) will create important ties for accreditation purposes.

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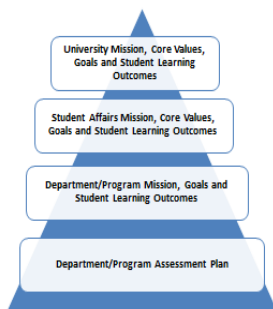
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## Aligning to your Institution



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## Direct and Indirect Methods

### Direct Methods of Measurement:

- Direct methods ask students to **exhibit a level of knowledge or skill** attained as a result of the program/service/activity

### Examples of Direct Methods of Measurement:

- Pre-Post surveys or tests
- Portfolio evaluation
- Documented observations of behavior
- Graded/evaluated project or presentation (use of rubrics)

37

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## Sample Rubric

Outcome:	Does Not Meet Expectations Numerical Value: 1	Partially Meets Expectations Numerical Value: 2	Meets Expectations Numerical Value: 3	Exceeds Expectations Numerical Value: 4	Comments
Activity: Communication (Brief description of behaviors)	Student never exhibits the following behaviors:	Student occasionally exhibits the following behaviors:	Student frequently exhibits the following behaviors:	Student almost always exhibits the following behaviors:	
Dimension: Decision-Making (Brief description of behaviors)	Student never exhibits the following behaviors:	Student occasionally exhibits the following behaviors:	Student frequently exhibits the following behaviors:	Student almost always exhibits the following behaviors:	
Dimension: Leadership (Brief description of behaviors)	Student never exhibits the following behaviors:	Student occasionally exhibits the following behaviors:	Student frequently exhibits the following behaviors:	Student almost always exhibits the following behaviors:	
Dimension: Values Clarification (Brief description of behaviors)	Student never exhibits the following behaviors:	Student occasionally exhibits the following behaviors:	Student frequently exhibits the following behaviors:	Student almost always exhibits the following behaviors:	
Dimension: Awareness of Diversity (Brief description of behaviors)	Student never exhibits the following behaviors:	Student occasionally exhibits the following behaviors:	Student frequently exhibits the following behaviors:	Student almost always exhibits the following behaviors:	

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## Direct and Indirect Methods

### Indirect Methods of Measurement:

- Indirect methods ask students to provide their **perceptions** about their level of knowledge or skill attainment as a result of the program/service/activity.

### Examples of Indirect Methods of Measurement

- Interview
- Focus Group
- Written Reflection
- Questionnaires/Surveys

39

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## Quantitative and Qualitative Methods

### Quantitative Methods of Measurement:

- Quantitative methods employ a means of numerically evaluating information on student learning, and provide the ability to report data in a chart/graph/table.

### Examples of Quantitative Data

- National survey data such as NSSE or CIRP
- Direct measure of how many times students perform a task or skill correctly
- Pre-Post Survey or Test data showing differences in student perceptions or behaviors.

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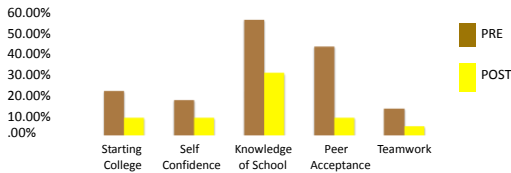
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## Sample Pre-Post Results Graph

Students who participated in the Freshman Connection Adventure Program reported a decrease in level of uncomfortable feelings in starting college.



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## Quantitative and Qualitative Methods

### Qualitative Methods of Measurement:

- Qualitative methods employ more informal or categorical means of evaluating information on student learning, and are typically more descriptive in nature.

### Examples of Qualitative Data

- Portfolios of student work
- Focus Groups

42

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## Components of a Student Affairs Assessment Plan

### Why are Criteria-Based Results Important?

- Criteria-based results set a standard of performance by which to gauge student learning.
- Criteria-based results help determine whether or not your programs/services/activities are meeting your stated SLO's and goals.
- Criteria-based results help inform programmatic decisions.

43

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## Components of a Student Affairs Assessment Plan

### Data Driven Decisions

- Data-driven decisions are informed by real evidence gathered on student learning.
- Data-driven decisions provide evidence to administrators for programmatic changes that better meet goals and better serve students.
- Data-driven decisions help the college or university in its quest to improve student learning and advance the academic mission of the institution.

44

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## Keys to Developing a Learning Outcomes Assessment Plan for Student Affairs

- **Keep it simple** by asking the right questions first and taking small steps.
- **Tie the purpose to the broader college/university** mission and strategic plan, especially to the academic mission of the college/university.
- Identify and clearly state the **contributions that Student Affairs makes to student learning** at your institution.

45

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## Keys to Developing a Learning Outcomes Assessment Plan for Student Affairs

- Include all staff at all levels in the discussion to get **buy-in and ownership of the process and the outcome.**
- Provide a **simple template** for the written plan and report or, if you have a few dollars, invest in an electronically based reporting product (Student Voice or Trac-Dat are examples).

[www.studentvoice.com](http://www.studentvoice.com)  
[www.nuventive.com/products\\_tracdat.html](http://www.nuventive.com/products_tracdat.html)

46

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## Moving the Process Along

- Understand and communicate that **this process will take time** in order to do it right.
- Establish a **Divisional Assessment Team** with a representative from each department or program.
- Schedule **regular assessment planning meetings** for no more than 90 minutes at a time every other week. Once the plan is established, two or three yearly meeting are typical as staff begin to measure outcomes, report findings and plan for programmatic changes.
- Understand **where you are in the process** as a division. (Do you already have a mission statement, core values and program goals?)

47

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## Moving the Process Along

- At the end of each session provide a “homework” activity to **keep staff moving toward the next step** in the process.
- Use the **team approach** as you have staff reporting on individual departmental progress and providing assistive feedback to each other.
- Once the overall plan is established, ask departments/programs to **measure no more than one or two outcomes each year.** (Outcomes-based assessment provides a cumulative effect over the course of a number of years.)

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## Final Thoughts

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## Thank You!

**Dr. Carmen Jordan-Cox**  
[Jordan-Cox@rowan.edu](mailto:Jordan-Cox@rowan.edu)

**Dr. Carol Gruber**  
[Gruber.C@gmc.edu](mailto:Gruber.C@gmc.edu)  
(beginning 2/13/12)

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53

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## Q/A

### How Do I Call-in with a Question?

If you would like to ask a question of our panelist(s) please press \*1 and you will be put in a call queue until it is your turn to ask your question.

OR

You can write in a question or comment anytime during the event by clicking on the "Chat" Bubble in the left hand corner of your screen.

### For Questions that Arise After the Conference

If you have a question that you were unable to ask of our presenter(s), please feel free to email us at:

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...and we will be happy to forward it to our panelists!

54

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# Feedback

*We want your feedback on today's event!*

If you would like to provide suggestions for improvement and/or ideas for future event topics, please email Tamie Klumpyan at:

[tamie@paper-clip.com](mailto:tamie@paper-clip.com)

and she will send you the link to our brief online survey.

Thank you for your participation,  
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55

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56

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