

The Courage to Start From Scratch: A Student Affairs Assessment Plan

Handout Table of Contents

- 1.) Steps of Assessment Cycle
- 2.) Roosevelt University Mission Flowchart
- 3.) How Your Office Impacts Student Learning
- 4.) Functional Area/Key Activity template
- 5.) Center for Student Involvement- Functional Area/Key Activity Completed
- 6.) Mapping Document
- 7.) Assessment Project Planning Guide

Additional Resources list:

- 1.) ACPA, ACUHO-I, ACUI, NACA, NACADA, NASPA, NIRSA. (2006). Learning Reconsidered 2: A Practical Guide to Implementing a Campus-Wide Focus on the Student Experience. Author.
- 2.) Council for the Advancement of Standards in Higher Education. <http://www.cas.edu/>
- 3.) Culp, M.M. & Dungy, G.J. (Eds.). (2012). Building a Culture of Evidence in Student Affairs. Washington, DC: NASPA - Student Affairs Administrators in Higher Education.
- 4.) Keeling, P. (Ed.) (2004). Learning Reconsidered: A Campus-Wide Focus on the Student Experience. Washington, DC. ACPA & NASPA.
- 5.) Keeling, P., Wall, A., Underhile, R. & Dungy, G. (2008). Assessment Reconsidered: Institutional Effectiveness for Student Success. International Center for Student Success and Institutional Accountability (ICSSIA), NASPA, & Keeling & Associates, LLC.



Assessment Cycle Steps:

1. Learn about the university's expectations/definition/motivation for building a Culture of Evidence;
2. Reflect on how your area influences student learning;
3. Identify all the tasks, projects, functions that define/take place in your office;
4. Write department Vision/Mission/Goals that align with the University's Vision/Mission/Goals
5. Align your Vision/Mission/Goals with best practices;
6. Write Learning Outcomes;
7. Complete a Project Planning Guide;
8. Begin assessment project: collect data;
9. Analyze data: discuss and interpret;
10. Decide if any changes need to be made;
11. Implement changes;
12. Begin again!

*How do we
know we are
fulfilling the
mission?*

Roosevelt Mission And Core Values:

Roosevelt is guided by the following core values that are grounded in social consciousness and action that create a just society, offer opportunity, and develop individuals:

- Diversity and Inclusivity
- Enlightenment and Awareness
- Integrity and Civility
- Adaptability and Transformation
- Knowledge and Wisdom

Roosevelt Strategic Goals:

1. Enhance the total student experience to increase retention, graduation rates and enrollment
2. Increase and diversify non-tuition revenues
3. Enhance quality of life for faculty and staff
4. Bring greater clarity to role and mission of Roosevelt University, overall and for 3 campuses. Strengthen Social Justice and Civic Engagement.
5. Improve institutional effectiveness

*How do we know
students are
learning?*

Academic Units

Student Learning and Assessment Committee Goals:

- Goal 1: Effective Communication
- Goal 2: Discipline-Focused Content
- Goal 3: Social Justice and Civic Engagement

*We know if we are
fulfilling the mission,
reaching our goals and
improving student
learning through:
ASSESSMENT*

Co-curricular Units

Student Learning and Assessment Sub-Committee

Goals:

1. Effective communication
2. Provide mission-driven, student-centered service
3. Take shared responsibility for student learning

*The mission
informs the
strategic goals –
and- our
assessment
strategies*

*How does
student affairs
and
administrative
offices affect
student
learning?*

How Does Your Office Impact Student Learning Activity?

Answer the following questions using our committee's goal #1: Practice effective communication strategies

1. How does your office impact student learning?

The Office of _____ impacts student learning by

2. What does effective communication mean to you?

3. How does a student learn to practice effective communication strategies in your office?

Students learn to practice effective communication strategies in the Office of _____ by:

- a.) _____
- b.) _____
- c.) _____

4. What specific key activities in your office help students to practice effective communication strategies?

a.) The specific key activity of

helps students to practice effective communication strategies by:

b.) The specific key activity of

helps students to practice effective communication strategies by:

c.) The specific key activity of

helps students to practice effective communication strategies by:

Now complete the same questions using the office of the person to the right of you:

1.) How does this office impact student learning?

The Office of _____ impacts student learning by

2.) How does a student learn to practice effective communication strategies in this office?

Students learn to practice effective communication strategies in the Office of _____ by

a.) _____

b.) _____

c.) _____

3.) What specific key activities in this office help students to practice effective communication strategies?

a. The specific key activity of

helps students to practice effective communication strategies by:

b. The specific key activity of

helps students to practice effective communication strategies by:

c. The specific key activity of

helps students to practice effective communication strategies by:



Functional Areas and Key Activities Handout

Name of Department or Unit:	
Name of Person Preparing Doc:	
Title:	
Email Address:	
Campus Phone:	
Direct Supervisor:	
Extension and Email of Supervisor:	
Division Vice President:	
Extension and Email of Vice President:	
Date Submitted:	

Working with the members of your departments and your supervisors, list the functional areas that describe your office and the key activities that you complete within each functional area.

A Functional Area is:

- A broad program or service that your office performs or provides

A Key Activity is:

- The concrete, specific tasks or components that make up a functional area

For example: A Functional Areas for the Academic Success Center is:

Learning and Support Services Program (LSSP)

- Key Activity: Assists students with documented learning disabilities by providing individual tutoring.*
- Key Activity: Fosters the development of compensatory skills strategies and self-advocacy skills. (An additional fee is charged).*

Functional Area 1:

Key Activity:

Key Activity:

Key Activity:

Key Activity:

Functional Area 2:

Key Activity:

Key Activity:

Key Activity:

Key Activity:

Functional Area 3:

Key Activity:

Key Activity:

Key Activity:

Key Activity:

Functional Area 4:

Key Activity:

Key Activity:

Key Activity:

Key Activity:



Center for Student Involvement

Functional Area 1: Guest Services

Key Activity: Information Desk Services for RU community and guests

- General University Information
- Ticket sales
- Student organization sign ups
- Resources for student organizations
- Supplies for student organizations, SPEED, CSI, and other Student Services Offices
- Room reservations
- Collection of paperwork, e.g., contracts, check requisitions, student org mail

Key Activity: Discounted movie tickets

Functional Area 2: Leadership Development

Key Activity: Programs

- Eleanor Roosevelt Society
- Student Leadership Summit
- LEAD workshops

Key Activity: Leadership Engagement Opportunities

- Student Organization Registration & Membership
- Student Activity Fee Allocation Committee
- Student Assistantship
- Graduate Externships
- Greek Life
- Orientation Leaders

Key Activity: Service activities

- Alternative Break Immersion
- Service Saturdays

Functional Area 3: Programming

Key Activity: Students Programming for Enrichment Enlightenment and Development

Key Activity: Student organizations

Key Activity: Student Leadership Awards ceremony

Functional Area 4: New Student Programs

Key Activity: New Student Orientation

Key Activity: Weeks of Welcome

Key Activity: Laker Days

Functional Area 5: Outreach

Key Activity: Facebook page

Key Activity: Office website

Key Activity: Twitter account

Key Activity: Brochures, e.g., Office General, New Student Orientation

Key Activity: Email account

Roosevelt University
Division of Student Affairs
Map Aligning our Goals to CAS Standards and to our Key Activities

Student Affairs Goals	Broad Categories of Learning Outcomes	Specific Assessment Approaches	Alignment with Functional Areas/Key Activities	Student Learning Outcomes
<p>1. To provide students with skills and resources necessary to persist, be academically successful, and graduate</p>	<p>Persistence and Academic Achievement</p> <p>*aligns with CAS domains: Knowledge Acquisition, Construction, Integration and Application Practical Competence</p>	<p>Understanding knowledge in a range of disciplines; connecting knowledge to other knowledge, ideas, and experiences; constructing knowledge; and relating knowledge to daily life *aligns with CAS dimensions for Knowledge Acquisition, Construction, Integration and Application</p> <p>Maintaining health and wellness; investing time and energy in pursuing campus resources; committing to academic goal-setting including degree attainment *aligns with CAS dimensions for Practical Competence</p>	<p>Functional Area: ____ <u>New Student Programs</u></p> <ul style="list-style-type: none"> • Key Activity <u>New Student Orientation</u> • Key Activity <u>Weeks of Welcome</u> <p>Functional Area: ____ <u>Leadership</u></p> <ul style="list-style-type: none"> • Key Activity <u>Student Leadership Summit</u> • Key Activity <u>Student Assistantship</u> • Key Activity <u>Graduate Externship</u> <p>Functional Area: ____ <u>Guest Services</u></p> <ul style="list-style-type: none"> • Key Activity <u>Information Sharing</u> 	

Student Affairs Goals	Broad Categories of Learning Outcomes	Specific Assessment Approaches	Alignment with Functional Areas/Key Activities	Student Learning Outcomes
<p>2. To support students as they increase knowledge, develop critical thinking skills, and become life-long learners</p>	<p>Developing Competence</p> <p>*aligns with CAS domains: Knowledge Acquisition, Construction, Integration and Application Practical Competence Cognitive Complexity</p>	<p>Understanding knowledge in a range of disciplines (acquisition); connecting knowledge to other knowledge, ideas, and experiences (integration); constructing knowledge; relating knowledge to daily life (application); pursuit of lifelong learning</p> <p>*aligns with CAS dimensions for Knowledge Acquisition, Construction, Integration and Application</p> <p>Pursuing goals; communicating effectively; managing personal affairs; living a purposeful life; technological competence</p> <p>*aligns with CAS dimensions for Practical Competence</p> <p>Critical thinking; reflective thinking; effective reasoning; and creativity</p> <p>*aligns with CAS dimensions for Cognitive Complexity</p>	<p>Functional Area: <u>Leadership Development</u></p> <ul style="list-style-type: none"> • Key Activity <u>Eleanor Roosevelt Society</u> • Key Activity <u>LEAD Workshops</u> • Key Activity <u>Student Leadership Summit</u> <p>Functional Area: <u>Leadership Engagement</u></p> <ul style="list-style-type: none"> • Key Activity <u>Student Organizations</u> • Key Activity <u>Student Activity Fee Allocation Committee</u> • Key Activity <u>Student Assistantship</u> • Key Activity <u>Graduate Externship</u> • Key Activity <u>Orientation Leader</u> 	

Student Affairs Goals	Broad Categories of Learning Outcomes	Specific Assessment Approaches	Alignment with Functional Areas/Key Activities	Student Learning Outcomes
<p>3. To cultivate an inclusive environment in which students can become leaders in their communities who are committed to positive social change</p>	<p>Civic Engagement and Socially Responsible Leadership</p> <p>*aligns with CAS domain: Humanitarianism and Civic Engagement Interpersonal Competence</p>	<p>Understanding and appreciation of human differences; multicultural competency; social and civic responsibility; commitment to public life through communities or practice; global perspective</p> <p>*aligns with CAS dimensions for Humanitarianism and Civic Engagement</p> <p>Interdependence; meaningful relationships; effective leadership</p> <p>*aligns with CAS dimensions for Interpersonal Competence</p>	<p>Functional Area: <u>Leadership Development</u></p> <ul style="list-style-type: none"> Key Activity <u>Eleanor Roosevelt Society</u> Key Activity <u>Student Leadership Summit</u> <p>Functional Area: <u>Community Service</u></p> <ul style="list-style-type: none"> Key Activity <u>Alternative Break Immersion</u> <p>Functional Area: <u>Programming</u></p> <ul style="list-style-type: none"> Key Activity <u>SPEED</u> <p>Functional Area: <u>New Student Programs</u></p> <ul style="list-style-type: none"> Key Activity <u>Weeks of Welcome</u> Key Activity <u>Laker Days</u> 	<ul style="list-style-type: none"> Participants will demonstrate a deeper empathy for perspectives different from their own Participants will identify their personal strengths and areas of growth as leaders Students will describe different methods of communication and align these methods with appropriate scenarios for when these methods should be used

Student Affairs Goals	Broad Categories of Learning Outcomes	Specific Assessment Approaches	Alignment with Functional Areas/Key Activities	Student Learning Outcomes
<p>4. To prepare students to be personally and professionally well-rounded</p>	<p>Developing Purpose Managing Emotions</p> <p>*aligns with CAS domain: Practical Competence</p>	<p>Effective communication; managing one's affairs; economic self-sufficiency; demonstrating professionalism; career decidedness; demonstrating conflict resolution behaviors; navigating difficult conversations; maintaining wellness</p> <p>*aligns with CAS dimensions for Practical Competence</p>	<p>Functional Area: <u>Leadership Development</u></p> <ul style="list-style-type: none"> • Key Activity <u>LEAD Workshops</u> • Key Activity <u>Eleanor Roosevelt Society</u> <p>Functional Area: <u>Leadership Engagement</u></p> <ul style="list-style-type: none"> • Key Activity <u>Student Organizations</u> • Key Activity <u>Student Activity Fee Allocation Committee</u> • Key Activity <u>Student Assistantship</u> • Key Activity <u>Graduate Externship</u> • Key Activity <u>Orientation Leader</u> <p>Functional Area: <u>Programming</u></p> <ul style="list-style-type: none"> • Key Activity <u>SPEED</u> 	

Student Affairs Goals	Broad Categories of Learning Outcomes	Specific Assessment Approaches	Alignment with Functional Areas/Key Activities	Student Learning Outcomes
<p>5. To foster students' ethical decision- making skills</p>	<p>Balanced Judgment</p> <p>*aligns with CAS domains: Intrapersonal Development</p>	<p>Identity development; commitment to ethics and integrity</p> <p>*aligns with CAS dimensions for Intrapersonal Development</p>	<p>Functional Area: <u>Leadership Engagement</u></p> <ul style="list-style-type: none"> • Key Activity <u>Student Organizations</u> • Key Activity <u>Student Assistantship</u> • Key Activity <u>Graduate Externship</u> <p>Functional Area: <u>Programming</u></p> <ul style="list-style-type: none"> • Key Activity <u>SPEED</u> 	

Student Affairs Goals	Broad Categories of Learning Outcomes	Specific Assessment Approaches	Alignment with Functional Areas/Key Activities	Student Learning Outcomes
6. To encourage self-advocacy among students	<p>Practical Competence through Self-Advocacy</p> <p>*aligns with CAS domain: Practical Competence</p>	<p>Pursuing goals; effective communication; capacity to manage one's affairs; economic self-sufficiency and vocational competence; living a purposeful and satisfying life</p> <p>*aligns with CAS dimensions for Practical Competence</p>	<p>Functional Area: <u>Leadership Engagement</u></p> <ul style="list-style-type: none"> • Key Activity <u>Student Organizations</u> • Key Activity <u>Student Activity Fee Allocation Committee</u> • Key Activity <u>Student Assistantship</u> • Key Activity <u>Graduate Externship</u> • Key Activity <u>Orientation Leader</u> <p>Functional Area: <u>Community Service</u></p> <ul style="list-style-type: none"> • Key Activity <u>Alternative Break Immersion</u> <p>Functional Area: <u>Programming</u></p> <ul style="list-style-type: none"> • Key Activity • <u>Student Leadership Awards</u> 	

Student Affairs Goals	Broad Categories of Learning Outcomes	Specific Assessment Approaches	Alignment with Functional Areas/Key Activities	Student Learning Outcomes
7. To promote self-awareness and healthy lifestyles for students	Establishing Identity *aligns with CAS domain: Intrapersonal Development	Realistic self-appraisal, self-understanding, and self-respect; identity-development, self-esteem, ethics and integrity; personal goal-setting; meaningful relationships; interdependence; collaboration; ability to work with people different from self; spiritual awareness *aligns with CAS dimensions for Intrapersonal Development	Functional Area: <u>Leadership Engagement</u> <ul style="list-style-type: none"> • Key Activity <u>Student Assistantship</u> • Key Activity <u>Graduate Externship</u> 	

Resources Used:

CAS

Chickering



Project Planning Guide

Committee Goals

- Goal 1: Practice effective communication strategies between and among our administrative colleagues and with our academic partners.
- Goal 2: Provide mission-driven, student-centered service to our diverse student body with distinct needs; therefore, fostering Social Justice
- Goal 3: Take responsibility for student learning

Department:

Mission:

Vision:

Goals:

- 1.)
- 2.)
- 3.)

How are your department goals linked to committee goals?

What is your assessment project?**What do you intend to learn by doing this project?****What types of measures will you use? (select all that apply)**

- ***Direct Measures: Students show achievement of learning outcomes through performance of knowledge and skills***
 - Scores and pass rates of licensure/certificate exams
 - Capstone of experience
 - Portfolio Assessment
 - Standardized Tests
 - Locally Developed Test
 - Essay Questions that are Blind Scored
 - Qualitative Internal and External Juried Review
 - Externally reviewed exhibitions and performance
 - External evaluation during internship

- ***Indirect Measures: Attitudes, perceptions, satisfaction and experiences of learning and the learning environment. These measures evaluate student's success and work from a distance, not necessarily linked to student learning outcomes***
 - Alumni, employer, and student surveys
 - Exit interviews of graduates
 - Focus Group interviews
 - Graduate follow-up studies
 - Transfer Studies
 - Job Placement Data
 - Advisory Committee Data
 - Retention Rates

Other (please specify):

What is your achievement target for these measures?

Explain how your project will support the vision/mission/goals of the institution;

Do you need assistance with survey creation?

Do you need additional data from IR to complete your project?