University

Implement a sustainable University-wide assessment process that includes curricular and co-curricular components.

Student Affairs

Execute state-of-the-art assessment efforts aligned with the University and Division Strategic Plan that include multiple measures to assess learning outcomes, satisfaction, opportunities for program improvement and contribution to achieving the University and Division Strategic Plan.
Assessment ≠ Evaluation

to inquire, demonstrate, and improve student learning or unit performance

to determine the merit, value and worth of someone or something
Assessment $\geq$ Satisfaction

- Survey is one type of measure
- Customer satisfaction is one type of data
- **Multiple measures**: Direct + Indirect
So many outcomes
So little time

- 5-7 outcomes per assessment cycle
- 1-2 outcomes per year (minimal requirement)
- **Prioritize**
Six-step assessment process

1. **What do we want our students to learn and/or our units to accomplish?**
2. **Develop**
   - Student Learning/Program Performance Outcomes
3. **Document**
   - Assessment Activities
4. **Plan & Execute**
   - Improvement Actions
5. **Collect & Analyze Data**
6. **Identify**
   - Methods & Measures
7. **Determine**
   - Criteria of Success
8. **How are we doing?**
   - How do we know?
9. **What evidence do we need to know to determine whether we are successful?**
10. **How do we use data to confirm/improve our practices?**

**How are we documenting the assessment AND improvement activities/results?**

**What changes are we making?**
- Are the changes working?
Today...

Focus on Outcomes

To improve... NOT to judge

*Note that the examples are not meant to be ACTUAL outcomes, as they may not accurately reflect the nature of SA's functions.
Sound outcomes are...

- Learner/customer centered, not instructor/unit centered
- Aligned with division/university goals and missions
- Specific, clear and concise
- Measurable
- Discrete (no “double-barrel” statements)
- Manageable
<table>
<thead>
<tr>
<th>SLO</th>
<th>vs.</th>
<th>PO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significant and essential learning that students achieve at the end of a course or program</td>
<td></td>
<td>Measurable end results or consequences of activities, services, or program</td>
</tr>
<tr>
<td>Knowledge; Skill; Attitude</td>
<td></td>
<td>Variety of results</td>
</tr>
</tbody>
</table>

**SLO or PO?**  
*Depends on the nature of the outcome*
SLO or PO: What is your measurable end point
Example 1

<table>
<thead>
<tr>
<th>Current outcome</th>
<th>Measurable end point</th>
<th>Suggested revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be involved in college based curricular and co-curricular collaborative interactions with other students, faculty, and staff.</td>
<td>Students’ participation/involvement? (PO)</td>
<td>Students actively participate in college-based curricular and co-curricular activities involving other students, faculty, and staff. (PO)</td>
</tr>
<tr>
<td></td>
<td>Students’ collaboration skills? (SLO)</td>
<td>Students collaborate effectively with other students, faculty, and staff in college-based curricular and co-curricular activities. (SLO)</td>
</tr>
</tbody>
</table>
### SLO or PO:
What is your measurable end point

**Example 2**

<table>
<thead>
<tr>
<th>Current outcome</th>
<th>CSUF students will be able to reflect upon and report their engagement/involvement experiences through the Titan Pride Record.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measurable end point</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Titan Pride Record is a useful tool?</strong></td>
<td><strong>Students are engaged in co-curricular environment in a meaningful and active manner?</strong></td>
</tr>
<tr>
<td><strong>Suggested revision</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Students are provided with effective tools to report their engagement experiences. (PO)</strong></td>
<td><strong>Students actively engaged in college experience. (PO)</strong></td>
</tr>
</tbody>
</table>
### SLO or PO:
**What is your measurable end point**
**Example 3**

<table>
<thead>
<tr>
<th><strong>Current outcome</strong></th>
<th>As a result of their visit to the student success center, students can describe where to get additional help with various questions he/she may have.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measurable end point</strong></td>
<td>Students can identify places to get help?</td>
</tr>
<tr>
<td><strong>Suggested revision</strong></td>
<td>Students are able to identify the campus resources for various questions related to student success. (SLO)</td>
</tr>
</tbody>
</table>
## Strategy ≠ Outcome

<table>
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<th>Current outcome</th>
<th>Suggested revision</th>
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<tbody>
<tr>
<td>Engage in experiences that lead to professional growth and career preparation (SLO)</td>
<td>Students demonstrate competency in navigating the job seeking process. (SLO)</td>
</tr>
<tr>
<td>Targeted retention strategies for academically under-prepared and/or under-performing student athletes (PO)</td>
<td>Academically under-prepared and/or under-performing student athletes are provided with sufficient support aimed at retention. (PO) \ OR \ Academically under-prepared and/or under-performing student athletes are retained at CSUF. (PO)</td>
</tr>
</tbody>
</table>
# Measure ≠ Outcome

<table>
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<th>Suggested revision</th>
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<tr>
<td>To what extent did the graduating undergraduates from the class of May 2014 succeed in attaining employment and/or graduate school admission within six months of graduation?</td>
<td>Students succeed in attaining employment and/or graduate school admission within six months of graduation. (PO)</td>
</tr>
<tr>
<td>DSS will assess student satisfaction and opportunities for program improvement as related to the yearly New DSS Student Orientation experience.</td>
<td>Students receive high quality new DSS student orientation experience. (PO)</td>
</tr>
</tbody>
</table>
But where do I put my strategies and measures?
## Step 1-3: Example 1

| Step 1: Outcome | **Current outcome:** CSUF students will be able to reflect upon and report their engagement/involvement experiences through the Titan Pride Record.  
**Suggested revision:** Students are provided with effective tools to report their engagement experiences. (PO) |
|-----------------|---------------------------------------------------------------------------------------------------------------|
| **Step 2: Methods & Measures** | - Collaborate with IT to develop user friendly technological tools, such as Titan Pride Record, that allow students to capture their engagement experiences  
- Provide hands-on training to students  
- Calculate the utilization rate of the technological tools by students  
- Administer survey to students who use the tools to evaluate its efficacy |
| **Step 3: Criteria of Success** | - 90% of students use Titan Pride Record to report their engagement experience  
- 80% of the survey respondents report the tool to be effective and user friendly |
# Step 1-3: Example 2

<table>
<thead>
<tr>
<th>Step 1: Outcome</th>
<th><strong>Current outcome:</strong> As a result of their visit to the student success center, students can describe where to get additional help with various questions he/she may have.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Suggested revision:</strong> Students are able to identify the campus resources for various questions related to student success. (SLO)</td>
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| Step 2: Methods & Measures | - Provide comprehensive list of campus resources to students in hard copies and electronically  
- Conduct mandatory meetings with students, and customize a list of resources that are most relevant to the students’ unique needs  
- Administer a one-minute quiz on campus resources immediate after the mandatory meeting  
- Survey a random sample of students to capture their confidence in identifying campus resources for various issues related to student success |  

| Step 3: Criteria of Success | - 95% of students can correctly identify campus resources for common issues related to student success immediately after the mandatory meeting  
- The average rating of survey respondents is 3.0 or higher on a 4-point scale (3 = “confident”, 4 = “very confident”) that they are able to identify appropriate resources of various issue related to student success |
## Step 1-3: Example 3

| Step 1: Outcome | **Current outcome:** Targeted retention strategies for academically under-prepared and/or under-performing student athletes. (PO)  
**Suggested revision:** Academically under-prepared and/or under-performing student athletes are retained at CSUF. (PO) |
|-----------------|---------------------------------------------------------------------------------------------------|
| Step 2: Methods & Measures | - Establish individualized retention plans for under-prepared and/or under-performing student athletes  
- Document the successful establishment of the retention plans  
- Document the retention rate of academically under-prepared and/or under-performing student athletes at CSUF |
| Step 3: Criteria of Success | - 100% of under-prepared and/or under-performing student athletes developed retention plans  
- Academically under-prepared and/or under-performing student athletes are retained at CSUF at the same rate as regular student athletes |
### Current outcome

CSUF students who complete paid internships will develop verbal communication, written communication, time management, computer/technical, and leadership skills as a result of their experience.

### Suggested revision

*Separate out the outcomes:*

CSUF students who complete paid internships demonstrate strong leadership skills. (SLO)

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## Outcome = Specific

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| Create an environment that fosters student success and Titan Pride through participation and engagement in the programs, service, facilities, events, employment, and leadership of the ASI | *Unpack the outcome:*  
Student employees demonstrate customer service skills after participating in ASI employment. (SLO) |
| Articulate knowledge, skills and accomplishments integrating academic, co-curricular education and life experiences | *Unpack the outcome:*  
Students receive effective leadership development training that contributes to their educational and professional success. (PO) |
Now let’s work on your outcomes