CSUF Division of Student Affairs
Indicators of Quality in Co-Curricular Programs:
Student Learning Outcomes Assessment

Student Learning Outcomes: Standards
Administrative programs generally do not have accreditation standards, however, organizations that promote standards are moving to outcomes-based language. The Council for the Advancement of Standards in Higher Education (CAS) provides program and student learning outcomes along with guidelines and standards that aid administrative units in evaluating results of their activities. The most recent version of the CAS model (2006) incorporates 16 student learning outcomes. While several models offer different approaches to co-curricular learning outcomes, CAS is one of the most widely utilized in student affairs. Additional models include, but are not limited to, the following:

Learning Reconsidered – NASPA/ACPA, 2004
Student Learning Imperative – Schuh, Upcraft and Associates, 2001
Bases of Competence – Evans, Rush and Berdrows, 1998
Leadership Competency Skills – Lawhead

Student Learning Outcomes: CSUF Division of Student Affairs

Assessment Activities: Student Experiences and Perceptions
Assessment is not a new concept to student affairs. The Division of Student Affairs systematically collects data pertaining to student experiences and perceptions. These assessment efforts contribute to the improvement of programs and services and provide information on student utilization and satisfaction. Student Affairs at Cal State Fullerton partnered with Institutional Research & Analytical Studies to create the Campus Portrait, the deliverable of the nationwide Voluntary System of Accountability. Seven categories of assessments and reports produced by Student Affairs are available online through the project: Campus and Division-wide; Student Satisfaction; Program Evaluation; Student Perceptions; Program Outcomes; External Reports and Utilization Data.

Voluntary System of Accountability: College Portrait
Learning is preeminent at Cal State Fullerton as reflected in our mission statement. Student learning and assessment is a priority both within the curriculum and the co-curriculum. The question we constantly answer is what do we want our students to know and how do our students demonstrate that learning. Co-curricular programs on campus assess and report on student learning. The learning that occurs in the co-curriculum supports student success in the classroom. Assessment activities lead to the improvement of student support programs and services.

Assessment Activities: Student Learning Outcomes
Assessment of student learning in the co-curriculum has been a part of the higher education landscape since the mid-1980s. Conversations regarding the assessment of student learning in the Division of Student Affairs began in earnest in 2005-2006. Division-wide annual goals first reflected a focus on assessing student learning in the co-curriculum in 2006-2007. Conversations among divisional leadership to identify student learning in the co-curriculum took place during the 2007 and 2008
Student Affairs Executive Committee retreats. In addition, on-going conversations take place during monthly leadership meetings.

**Student Affairs Annual Report**

The Student Affairs Annual Report process was implemented during the 1997-1998 academic year. Information collected and reported in the report informs the on-going planning processes within the division. Each department reports a wide variety of information including mission, accomplishments from the past year, on-going challenges and goals for the upcoming year. Reporting expanded during the 2007-2008 annual report to include student learning outcomes assessment activities conducted by select departments in the division. As the division-wide learning domains are adopted by and aligned with department/program level learning objectives, the reporting on student learning outcomes assessment activities within the annual report will be greatly enhanced.

**Student Affairs Self-Study**

A division wide self-study process was originated in the spring of 1998. Utilizing the Council for the Advancement of Standards (CAS) book of Professional Standards (1997 version) this study helped to guide the vision and goals of the Division for the next five years. In the fall of 2003, the Division undertook a second self-study process. The six-month long comprehensive study utilizing the 2003 CAS standards allowed each department to compare itself to industry standards and conduct an analysis of strengths and weaknesses.

Student learning outcomes were added to the 6th edition of the CAS standards in 2006. A third self-study process utilizing the 2006 version of the standards will be conducted within the next few years, with an enhanced focus on the assessment of student learning outcomes. The CSUF Division of Student Affairs division-wide learning domains will be used to measure student learning rather than the 16 CAS standards learning domains.

**Division-level Learning Domains**

The division established a division-wide assessment committee in the fall of 2007. The committee was charged with the development and implementation of strategies to assess student learning outcomes from programs and services across the division. The committee has been engaged in identifying division-level learning domains sufficiently broad to encompass the breadth of learning opportunities available to students through the co-curriculum at CSUF.

To begin the domain development process, the committee engaged in a comprehensive review of foundational documents of the institution (CSUF mission statement, GE Learning Goals) as well as the division (Student Affairs mission statement, Student Affairs services to the campus and the community). In addition, reviews of learning outcomes models developed by professional associations were reviewed and analyzed for alignment with themes identified in the foundational institutional documents. Finally, additional models of learning outcomes and best practices from institutions of higher education across the nation were analyzed for alignment with identified themes. The learning domains were finalized in spring 2009.

**CSUF Division of Student Affairs: Student Learning Domains**

- Social & Civic Responsibility
- Diversity & Global Consciousness
Leadership Development
Self-Management
Professionalism

Corresponding characteristic statements for each learning domain were created by the assessment committee, shared with divisional leadership and finalized in spring 2009. For a complete review of the Student Affairs Student Learning Domains and Characteristic Statements, please see the attached document. The division-wide learning domains and characteristics statements will be made public by the end of 2008-2009.

Development of department-level learning outcomes, mapped to one or more of the divisional learning domains, will commence during the 2009-2010 academic year followed by assessment efforts at the department and program level. Two departments within the division currently have department-level learning outcomes models in place (Associated Students, Inc. and the Dean of Students Office).

Department-level Student Learning Outcomes Assessment Activities

Associated Students, Inc. Student Involvement Outcomes
A student involved in the activities, programs and services of the Associated Students, CSUF, Inc. (ASI) develops and demonstrates achievement in multiple student involvement outcomes. The ASI takes a three-pronged approach to assessment of these outcomes by working with student employees, student leaders and supervisors/advisors.

The ASI initiated a student learning outcome assessment program based upon work done by the University of Minnesota-Twin Cities which outlined seven outcomes of a student’s engagement in the programs and services of the student affairs division. The ASI has adopted these seven outlines as Student Involvement Outcomes (SIO), stating that students involved in the programs and services of the ASI develop and demonstrate achievement in: responsibility and accountability, independence and interdependence, goal orientation, self-confidence/humility, resilience, appreciation of differences and tolerance of ambiguity. Throughout the year, all ASI/TSU departments participated in measuring student learning outcomes for student employees within their specific areas, as part of an organization wide effort.

The methodology used includes start-of-position assessments (both self-assessments and assessments performed by the student employee’s supervisor) in seven outcome categories. Specific assessment skill sets are incorporated into student employee position descriptions and performance evaluation tools, in an effort to reinforce the desired learning objectives. Additionally, each month of the academic year, one of the specific skill sets are highlighted and reinforced through: additional student staff trainings; weekly e-mail training materials for supervisors; departmental discussions; as well as topic posters displayed prominently throughout work areas.

Dean of Students Office: CAS Standards
The Dean of Students Office (DOS) offers a broad range of programs and services that provide an excellent co-curricular college experience. Establishing a connection to the campus through participation in activities, student groups, and events helps students to develop a variety of skills.
The Dean of Students Office is comprised of four departments: Judicial Affairs, Leadership & Multicultural Development Programs, New Student Programs and Student Life Programs & Services. The leadership of the Dean of Students organization identified common learning outcomes across the four departments based on the CAS model 16 student learning outcomes. Examples of current department-level student learning assessment activities are outlined below.

**Student Life Programs & Services**: the department is responsible for completion of the biennial Student Activities Program Evaluation report required by the CSU Chancellor’s Office Executive Order 1006. The report includes campus programs and activities coordinated by the Dean of Students Office and Associated Students, Inc. that enhance the educational experience at CSUF and contribute to greater student development and the ongoing assessment of learning outcomes. Results from the 2006-2008 evaluation show that 87% of students involved in student organizations report an increase in their communication skills. Three component areas of effective communication with marked improvement included teamwork (93%), event planning (92%), and working with diverse backgrounds (90%). The department utilizes the assessment data to improve its programs and services.

**Judicial Affairs**: incorporated the learning outcomes of intellectual growth, clarification of values, realistic self-appraisal, increased social responsibility; and clarification of personal and educational goals into the assessment of sanctions applied to student judicial cases.

**Leadership & Multicultural Development Programs**: assesses the learning achieved by students who participate in the University Leadership Conference.

Several additional departments within the division are engaged in the assessment of learning outcomes. These include the Career Center (development of oral communication skills); International Education & Exchange (benefits from study abroad in the areas of personal growth and intercultural awareness), and the Student Health & Counseling Center (increased competence in making diagnoses among graduate trainees). Division-wide assessment of student learning outcomes will begin as the divisional domains are incorporated into department and program level learning objectives over the next two academic years.

Several indicators are available to identify quality in co-curricular learning. See the attached document entitled “Select Measures of Student Learning in the Co-Curriculum” for examples.