Welcome to the DSA Data Summit

Tuesday, December 3, 2013
Channel Islands Boating Center
Welcome

Presented by:
Dr. Wm. Gregory Sawyer

Vice President for Student Affairs
PREPARING FOR THE ASSESSMENT CYCLE

1. CREATE A PLAN
2. SELECT ASSESSMENT TYPE AND METHODOLOGY
3. CREATE ASSESSMENT MEASURES
4. IMPLEMENT PROGRAM AND COLLECT DATA
5. ANALYZE DATA
6. EVALUATE THE PROGRAM
7. REPORT FINDINGS

Division of Student Affairs
Cycle of Assessment
DSA Assessment Expectations, Procedures, Policies, and Resources

Presented by:

Dr. Jennifer Miller
Director of Student Affairs Assessment, Research, and Staff Development

Ms. Toni Rice
Assistant Vice President for Student Affairs – Administrative and Strategic Operations
Constituent Needs:
- To Know Something
- To Do Something
- To Change Something
- To Solve Something

Program Purpose Statement

Program Aims

Program Objectives

Program Assessment & Evaluation
Assessment: The process of collecting information about student learning and performance to thereby improve the learning.

- Where do we want students to be at the end of a workshop, intervention, or program?
- And how will we know if they get there?
- The information collected reflects the needs, aims, and objectives of a particular functional area.

Evaluation: Making informed judgments about your program’s effectiveness and worth.

- Is our program (our activities and services) accomplishing our aims and objectives?
- Is our program (our activities and services) improving over time?
- Can the cost of the program (our activities and services) justify the outcomes it produces?
Expectations Associated with DSA Assessment and Evaluation

• Information collected from **Assessment** and **Evaluation** processes help to refine planning, implementation, and assessment processes, and helps the Division and programs refine their outcomes to prepare students for an evolving society and workplace.

• Like all good research, adjustments are made along the way. **Assessment** and **Evaluation** are not about perfection, but more about practice.
CI Policies Related to Assessment

- **AA.04.004-Policy on Review of Divisional Assessment Plans:**
  [http://policy.csuci.edu/AA/04/AA.04.004.htm](http://policy.csuci.edu/AA/04/AA.04.004.htm)

- **AA.04.005-Policy on Assessment:**
  [http://policy.csuci.edu/AA/04/AA.04.005.htm](http://policy.csuci.edu/AA/04/AA.04.005.htm)

- **AA.04.006-Policy on Clearinghouse for Institutional Research:**
  [http://policy.csuci.edu/AA/04/AA.04.006.htm](http://policy.csuci.edu/AA/04/AA.04.006.htm)

- **AA.04.007-Policy on Coordination of Data Collection for Purposes of Institutional Research:**
  [http://policy.csuci.edu/AA/04/AA.04.007.htm](http://policy.csuci.edu/AA/04/AA.04.007.htm)
DSA Procedures Related to Assessment and Evaluation

• **Wufoo (Business Practices)**
  - Tool for electronic form creation
  - Not a survey/evaluation tool
  - Online payment capabilities
  - No IT support
  - No IRB involvement

• **Qualtrics (Surveys)**
  - Robust tool for assessment and evaluation
  - Can be used for form creation
  - Campus supported tool for gathering and analyzing data
  - IT support
  - IRB involvement
VPSA Assessment Council

• The role of the Council is to support the mission of the University and Division by promoting and coordinating the on-going assessment of Student Affairs’ programs and services. The Council provides oversight, training, and guidance for developing and implementing the Division’s Comprehensive Program Review (CPR), analyzing and interpreting results, developing appropriate reports, and disseminating assessment information to constituents.
DSA Trainings

• **Purpose:** The purpose of the Division of Student Affairs (DSA) Training is to support and reinforce the Division’s core values (collaboration, commitment, diversity, integrity, and excellence) while encouraging a learning community that enhances learning and development for all DSA staff members. Participants will learn to effectively plan, lead, and offer programs, services, and activities for CI students that support the University Mission.

• The DSA training topics are determined annually as a result of the Division-wide needs assessment.
Assessment and Evaluation of DSA Trainings

• Theoretical Framework for Division-wide Staff Training:

• Division-wide Staff Needs Assessment:
  https://csuci.qualtrics.com/SE/?SID=SV_57LV5UIIIXC2R8qh&Preview=Survey&BrandID=csuci
DSA CPR Process

• CPR is similar to most other assessment plans in that it follows a common set of steps:
  – Establish Division goals and priorities;
  – Translate these goals into aims*, objectives, and outcomes;
  – Design and conduct assessment;
  – Evaluate assessment findings; and
  – Use results for decision making.

• The CPR intentionally involves a wide range of constituents in its review process, including members of the Division of Student Affairs, campus faculty, staff, administrators, outside professional reviewers, and community representatives.

• Most importantly, the model stresses student involvement and feedback throughout each phase of the review process.
DSA CPR Process

The Division of Student Affairs Model:

• 1) **Self-Study Phase**, a program review phase that involves members of the Division of Student Affairs;

• 2) **Site Review Phase**, a program review phase that includes faculty, staff and administrators, and;

• 3) **Outside Professional Reviewer Phase**, a program review phase that draws on the expertise of an outside professional.
DSA Comprehensive Program Review Update

HRE Residential Education:
- Phase I report drafted

HRE Conference Services:
- CAS review process finished

Personal Counseling Services:
- CAS review process finished

Student Union Administration and Facility Operations:
- VERY close to a finished CAS review

Multicultural Programs:
- 1st CAS review meeting scheduled

Assessment Council:
- Completing CPR manual revisions
- DSA assessment terms and definitions review underway
Division of Student Affairs
Cycle of Assessment

1. Create a Plan
2. Select Assessment Type and Methodology
3. Create Assessment Measures
4. Implement Program and Collect Data
5. Analyze Data
6. Evaluate the Program
7. Report Findings
DSA Assessment Resources

- VPSA Assessment Council
- Area Heads
- Director of Student Affairs Assessment, Research, and Staff Development
- S-drive Materials
- DSA Trainings
- Website (in development)
- Policies and Procedures
Questions?
THE CYCLE OF ASSESSMENT

DSA Training
December 3, 2014
Raquel De Los Santos
Jaimie Hoffman
BUT WHY?
Beginning with the end in mind...
Due to the declining state of the recent economy, a greater demand is being placed on student affairs professionals to provide evidence of the success of their programs, their impact on student learning and development, and overall contributions to the undergraduate learning experience.
TWO KEY PURPOSES OF ASSESSMENT
Program improvement

- What worked?
- What didn’t work?
ACCOUNTABILITY

- Accountability
  - Evidence to various stakeholders
    - Society
    - Current and prospective students
  - Accreditation (WASC)
    - Federal funds
  - State Mandates
  - Grant funding
DEFINITIONS

Research, Assessment, and Evaluation
“...studying, developing, or testing a **theory** by gathering data in a **systematic way**” (Upcraft & Schuh, 1998, p. 3)

- Guides **theory** and **tests** concepts
- Typically has **broader implications** for higher education
Any effort to gather, analyze, and interpret evidence that describes institutional, divisional, or agency effectiveness” (Upcraft & Schuh, 2000, p. 250).

- Guides good practice
- Typically has implications for a single institution
- Should be done even when they do not adhere strictly to the standards of social science research
- Uses research methods, but they have very different reasons for being conducted
EVALUATION

- Uses the data from the assessment process to review and improve effectiveness
“Student affairs practitioners can easily move from assessment projects, using appropriate measurement methodologies, to evaluation and research.”
QUESTION 1: ASSESSMENT, EVALUATION, RESEARCH AND MEASUREMENT ARE ALL ESSENTIALLY THE SAME.
MYTH
QUESTION 2: LEARNING OUTCOMES ASSESSMENTS ARE THE ONLY CREDIBLE ASSESSMENTS.
QUESTION 3: STUDENT AFFAIRS OUTCOMES ARE IMPOSSIBLE TO DEFINE PRECISELY AND MEASURE ACCURATELY.
MYTH
QUESTION 4: THE FIRST STEP IN THE ASSESSMENT PROCESS IS TO DETERMINE WHY A STUDY OR PROJECT IS NEEDED.
FACT
QUESTION 5: QUANTITATIVE METHODS ARE MORE RIGOROUS THAN QUALITATIVE METHODS.
MYTH
QUESTION 6: ALL ASSESSMENT IS LOCAL.
FACT
QUESTION 7:
ASSESSMENT SHOULD BE DONE BY ASSESSMENT EXPERTS.
THE ASSESSMENT CYCLE
GROUP WORK

- In your groups (per table)
- Using the descriptions of the cycle steps, fill the order of each step on the assessment cycle
1. CREATE A PLAN
2. SELECT ASSESSMENT TYPE AND METHODOLOGY
3. CREATE ASSESSMENT MEASURES
4. IMPLEMENT PROGRAM AND COLLECT DATA
5. ANALYZE DATA
6. EVALUATE THE PROGRAM
7. REPORT FINDINGS

Division of Student Affairs Cycle of Assessment
Division of Student Affairs Cycle of Assessment

1. CREATE A PLAN
2. SELECT ASSESSMENT TYPE AND METHODOLOGY
3. CREATE ASSESSMENT MEASURES
4. IMPLEMENT PROGRAM AND COLLECT DATA
5. ANALYZE DATA
6. EVALUATE THE PROGRAM
7. REPORT FINDINGS

Define assessment purpose
- Accountability and program improvement
- Tracking
- Needs assessment
- Benchmarking
- Measure against professional standards
- Student learning outcomes
- Campus environments
- Campus culture
- Assessment of staff competencies
- Student Satisfaction

Create research questions
- What do we want to know?
- Why do we want to know it?
- *What is working?*
- *What is not working?*

Link to CI or DSA performance indicators
- CI and DSA Mission
- DSA Goals
- Characteristics of a CI Graduate
- General Education Outcomes

Ethical Considerations
- Institutional Review Board
- Informed Consent
- Data access and ownership
- Principles of good practice in assessment student learning

Create Objectives
- Program
- Learning
- Development

Determine methodology
- Quantitative
- Qualitative
- Formative v. summative
- Indirect v. direct

Determine assessment type
- Accountability and program improvement
- Tracking
- Needs assessment
- Benchmarking
- Measure against professional standards
- Student learning outcomes
- Campus environments
- Campus culture
- Assessment of staff competencies
- Student Satisfaction

*These relate to program assessment
REFERENCES


ASSESSMENT CYCLE COMPONENT: CREATE A PLAN

Division of Student Affairs
Cycle of Assessment

1. CREATE A PLAN
2. SELECT ASSESSMENT TYPE AND METHODOLOGY
3. CREATE ASSESSMENT MEASURES
4. IMPLEMENT PROGRAM AND COLLECT DATA
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7. REPORT FINDINGS
CI Assessment and Accountability

Presented by:

Ms. Amy Wallace

Interim AVP Continuous Improvement
And other mind numbing s****
Why Don’t We Do Assessment?

To Comply with Policies
To Write Reports
To Rate Individuals and/or Programs
To Justify Individuals and/or Programs
To comply with Various CO Requirements
To comply with Various WASC Requirements
To comply with Various NASPA Requirements

Why Do We Do Assessment?

CONTINUOUS
IMPROVEMENT
WASC

- Requires us to assess but does not tell us what to assess or how.
- Requires compliance in certain areas but that is very different than assessment.
Assessment by definition is student-centered.

"I would like to know that we are accomplishing what we set out to do and that our assessment efforts are being utilized."
Assessment is not about what you do or the programs that you oversee, it is about what our students are learning and doing as a result of these efforts.

Assessment can not merely be done by individuals, it must be done collectively and with a collective purpose?

Assessment is not merely a collection of data or evidence, it is about using that data or evidence in planning and decision making.

• What should be improved?
• Do we need to try something new?
• Is there something that we should stop doing since it is not helping students learn or do?
• How should resources be re-allocated?
What is our collective purpose?

**WASC** asks what is the meaning of your degree?

**Hint:** What are CI’s mission, outcomes and objectives?

**CI Undergraduate Student Learning Outcomes** (4 pillars, GE, Program)

[http://senate.csuci.edu/resolutions/2012-2013/senate-resolution-12-03.pdf](http://senate.csuci.edu/resolutions/2012-2013/senate-resolution-12-03.pdf)

**CI Graduate Student Learning Outcomes**
(In Development)

**Access**
Get a diverse population learning

**Retention**
Keep people learning

**Graduate**
Have them learn it all in a timely manner 4-6 years

**Use What They Learn**
Graduate Education Careers, Giving back to their Community

**Characteristics of CSUCI Graduates**
NASPA states “Student learning doesn’t just happen in a classroom. Opportunities for teaching and development exist everywhere and at all times on campus and it’s our job to seize these moments. And as student affairs professionals our job is to foster and promote these interactions. Encouraging an understanding and respect for diversity, a belief the worth of individuals, and supporting our students in their needs are just some of the core concepts of the profession.”

Standards of Professional Practice
Endorsed in 1990 by the NASPA Board of Directors, the Standards of Professional Practice are an agreed upon set of ethical and professional standards. We hope that our members use these standards in developing their own codes and guides them daily as they continue their work.
<table>
<thead>
<tr>
<th>Program</th>
<th>EOP</th>
<th>Veterans Affairs Program</th>
<th>Clubs</th>
</tr>
</thead>
<tbody>
<tr>
<td>What Outcome(s) or Objective(s) does the program help CI achieve?</td>
<td>Retention Graduation</td>
<td>Retention Graduation</td>
<td>Community Engagement/Service Learning Critical Thinking Use What they Learn Beyond CI</td>
</tr>
<tr>
<td>How do you know that this program is contributing or not contributing to student knowing or doing?</td>
<td>Retention: EOP URM students are retained at a higher rate than URM non-EOP students. This is true even when the data is disaggregated. Graduation EOP URM students have a better six year grad rate than URM non-EOP students. This is not true when the data is disaggregated</td>
<td>Retention: Retention rates for veterans who utilize services and those who do not. Retention rates for dependents of veterans who utilize services and those who do not. Graduation: Grad rates for dependents of veterans who utilize services and those who do not.</td>
<td>CE/SL: Collected letters from community partners on the impact of club events… Rotaract Carnival for B &amp; G, Red Cross Club Blood Drive, etc.</td>
</tr>
<tr>
<td>If you do not know, what data or feedback would you need to answer this question?</td>
<td>If you do not know, what data or feedback would you need to answer this question?</td>
<td>CT: One minute paper at the end of the year that asks club officers to reflect on problem they had to solve as a result of club leadership. If they all say no problems then clubs may not be contributing to critical thinking. That’s ok? Again every program does not need to do it all. Careers: Design a feedback mechanism to find out if clubs inform career decisions and connections.</td>
<td></td>
</tr>
<tr>
<td>If you do know this program is helping CI meet a particular outcome or objective, how are you using this data or feedback to continuously improve? and/or Do we need to try something new?</td>
<td>Graduation: EOP URM students have a better six year grad rate than URM non-EOP students. This is not true when the data is disaggregated. Spotted students that don’t participate in EOP out graduate those who do participate in EOP. What has been successful for them?</td>
<td>Retention and Graduation: Say you find out that services have little to no impact of dependents of veterans, focus outreach efforts and resources on veterans.</td>
<td>Careers: Say you find out that clubs inform career decisions and connections made threw them in the community get people jobs. Maybe consider a community advisor(s) role.</td>
</tr>
</tbody>
</table>
DATA

The good news is we have data.

The problem is understanding CI data collection, translations across programs and divisions, definitions, use, and useful disaggregation of that data.

Example: “long term graduation rates of student veterans and dependents of veterans. Attrition rates of veterans and dependents of veterans”.

SUPPORT

People
- Your Colleagues
- Jennifer Miller
- Student Success Partnership
- Therese Eyermann
- Michael Junio
- Me for Training $$
How might you go about knowing the impact your programs are having on student learning and doing?

- Graffiti Assessment
- One Minute Paper
- Focus Groups
- Integrated Portfolio Assessment
- Other Partnerships
CI IRB Process to Support Ethical Considerations

Presented by:

Dr. Jason Miller

Senior Research Office
Research Ethics and Student Affairs

Data Summit Retreat
Division of Student Affairs
CSU Channel Islands
3 December 2013

Jason Miller and Jared Barton
Outcomes

• What is the Institutional Review Board?
• What type of reviews does it conduct?
• How does assessment differ from research?
• What is informed consent?
• Protecting data
What is ‘research’

• Who’s asking?

• Who’s doing it?

• What do they want to do with the results?
What is ‘research’

- Who’s asking?
  - CI students, faculty, or staff
- Who’s doing it?
- What do they want to do with the results?
What is ‘research’

• Who’s asking? CI students, faculty, or staff
• Who’s doing it?
• What do they want to do with the results? Publish? Program improvement?
What is ‘research’

- Who’s asking? CI students, faculty, or staff
- Who’s doing it?
- What do they want to do with the results? Publish? Program improvement?

Research with humans (e.g., students) as subjects.
Human Subject Research

• Federal Mandate: Every research project that involves human subjects, no matter the funding source, must be reviewed by an IRB.
Human Subject Research

• Federal Mandate: Every research project that involves human subjects, no matter the funding source, must be reviewed by an IRB.

• What is an IRB review?
Human Subject Research

• Federal Mandate: Every research project that involves human subjects, no matter the funding source, must be reviewed by an IRB.

• What is an IRB review?

  • An IRB assesses protections for human subjects.
Human Subject Research

• Three types of IRB review

1. Exempt Review -
   project poses ‘minimal risk’, special categories
Human Subject Research

• Three types of IRB review

1. Exempt Review -
   project poses ‘minimal risk’, special categories

2. Expedited Review -
   project poses ‘minimal risk’, for publication/grant, other special categories for data/medical
Human Subject Research

- Three types of IRB review

1. Exempt Review -
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   project poses ‘minimal risk’, for publication/grant, other special categories for data/medical

3. Full Board Review -
   research poses risks, may be classified, involves vulnerable populations
Human Subject Research

• Three types of IRB review

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3. Full Board Review -
   research poses risks, may be classified, involves vulnerable populations
Informed Consent

• Human subjects must participate willingly and be informed of possible consequences.

• All projects should be designed to include a way for human subjects to give ‘informed consent’
  • cannot be induced to participate
  • cannot be coerced to participate
  • if a minor, cannot give consent on their behalf
Informed Consent

• Human subjects must participate willingly and be informed of possible consequences.

• Survey instrument must convey the above in writing. Give contact information for IRB and researcher.

• In-person: signed waiver (paper)

• On-line: language that says ‘participating implies consent’
Data

• At present, there is no centralized store of collected data from human subject research projects

• The researcher is responsible for protecting the data

• Data can be used to defeat anonymity of a survey

• Information that can be used to identify participants should be destroyed after project is complete
The Board

- Nitika Parmar (Biology), Chair
- Jose Alamillo (Chicano/a Studies)
- Jared Barton (Dismal Science)
- Manuel Correia (Education)
- Kimmy Kee-Rose (Psychology)
- Gloria Miele (Community Member)
Division of Student Affairs
Cycle of Assessment

1. CREATE A PLAN
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ASSESSMENT CYCLE COMPONENT: CREATE ASSESSMENT MEASURES
Introduction to Folio CI

Presented by:

Dr. Marie Francois

Professor of History
INTRODUCING . . . .
Outcomes

As a result of attending this session, participants will be able to:

• Identify the process for accessing *folioCI*
• Identify *folioCI*-related training resources
• Describe the assessment-related utility of *FolioCI*
ACCESS

Using regular sign-on (i.e. same for email, CI Learn, CI Records, etc.)

• For some, through MyCI

• For everyone,
  • through ISLAS webpage
  • go.csuci.edu/folioCI
TRAINING RESOURCES

• Tk20-produced
  • User guides
  • Videos

• Locally produced
  • Tip sheets on ISLAS site
Welcome, Marie Francois

CampusWide Comp

Welcome to the Tutorial Center!

Please click on the role that best describes you:

- Student
- Faculty
- Unit Administrator
- Planning
- Site Staff
ASSESSMENT!

- Outcomes-assessment through “Courses” tab
  - Course
  - Evidence of student learning
  - Assignment templates and course binders
  - Tools for assessment
    - Rubrics
    - Forms
    - HLI Example of Assignment Template
    - UNIV 498 Example of course binder

- Surveys, including Kiosk survey

- Reports
  - Dashboards within course
  - Comprehensive and aggregate reports in “Reports” tab
  - Downloadable to excel
Please respond to the following questions.

1. Describe your initial thoughts about the first two weeks of your internship. Reflect on your responsibilities, HLI Site Supervisor expectations, and general aspirations for the internship experience.
HLI Self-reflection Internship Journal Prompt #1

<table>
<thead>
<tr>
<th>Type</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>HLI Self-reflection Internship Journal Prompt 1</td>
<td>HLI Self-reflection Internship Journal Prompt 1</td>
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</table>

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**Reflection Assessment Rubric**

This rubric is to be used to evaluate student reflections about a number of learning experiences: on service projects in a service learning course; about events attended on campus; about co-curricular leadership experiences, etc.

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Performance Rating</th>
</tr>
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<tbody>
<tr>
<td><strong>Clarity</strong></td>
<td>Initial</td>
</tr>
<tr>
<td>NA</td>
<td>1</td>
</tr>
<tr>
<td>Language is unclear and confusing throughout. Concepts are either not discussed or are presented inaccurately.</td>
<td>There are frequent lapses in clarity and accuracy.</td>
</tr>
<tr>
<td><strong>Relevance</strong></td>
<td>Initial</td>
</tr>
<tr>
<td>NA</td>
<td>1</td>
</tr>
<tr>
<td>Much of the reflection is irrelevant to student and/or course learning goals.</td>
<td>Makes attempts to demonstrate relevance, but the relevance is unclear to the reader.</td>
</tr>
</tbody>
</table>

**Analysis**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
</table>

Score

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Due October 26.

Write a 4-5 page summary on the climate, environment/ecology, flora, fauna and geology of the Pt Mugu State Park region. Investigate geological and ecological related references to evaluate:

a) what resources would have been available to the Chumash and earlier inhabitants (deep past and recent past)
b) which landforms/soils are of the proper age for late Pleistocene and early Holocene archaeological sites; be sure to identify these landforms in your report (include maps)
c) the location of the coastline and estuaries over the last 10,000 years.

Use the research library in the lab as a starting point for your research.
Assessing the binder

<table>
<thead>
<tr>
<th>Course Binder Name</th>
<th>UNIV 498 Delaney Assignments</th>
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</thead>
<tbody>
<tr>
<td>Course(s)</td>
<td>FACULTY- STUDENT COLLABORATIVE</td>
</tr>
<tr>
<td>Assessor(s)</td>
<td>Colleen Delaney</td>
</tr>
<tr>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>Start Date</td>
<td>09/06/2013 09:10 AM</td>
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<tr>
<td>Due Date</td>
<td>09/13/2013 05:00 PM</td>
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<table>
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<tr>
<th>Criterion</th>
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<th>Emerging</th>
<th>Developing</th>
<th>Highly Developed</th>
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<td>Synthesis</td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
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<td>NA</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Displays elementary application of skills, abilities, theories, or methodologies gained in one situation in a new situation.</td>
<td>Displays elementary application of skills, abilities, theories, or methodologies gained in one situation in a new situation, to contribute to understanding of problems or issues.</td>
<td>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to solve problems or explore issues.</td>
<td>Independently adapts and applies skills, abilities, theories, or methodologies gained in one situation to solve difficult problems or explore complex issues in original ways.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Engagement</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>NA</td>
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<tr>
<td>Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own.</td>
<td>Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledges perspectives other than own.</td>
<td>Effectively selects and develops examples of life experiences, draws from a variety of contexts (family life, artistic participation, community engagement, academic field work, work)</td>
<td>Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships)</td>
<td></td>
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</tbody>
</table>
Dashboard Report within “Course”

Outcome 2.1 Reason inductively and deductively and from a variety of perspectives.: Aggregated Results

<table>
<thead>
<tr>
<th>Reasoning</th>
<th>Initial</th>
<th>Emerging</th>
<th>Developing</th>
<th>Highly Developed</th>
<th>Mean</th>
<th>Standard Deviation</th>
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<tr>
<td>Fact from opinion</td>
<td>1</td>
<td>8</td>
<td>9</td>
<td>0</td>
<td>2.44</td>
<td>0.6</td>
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<tr>
<td>Logical reasoning</td>
<td>1</td>
<td>14</td>
<td>3</td>
<td>0</td>
<td>2.11</td>
<td>0.46</td>
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<tr>
<td>Conclusions</td>
<td>2</td>
<td>14</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0.47</td>
</tr>
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</table>
Aggregate report through “Reports” tab

The table/tables below contain aggregate data for the rubric: Outcome 1.1 (a) Integrate content, ideas, and approaches from multicultural perspectives (as of June 2012)

<table>
<thead>
<tr>
<th>Standards</th>
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<th>% Emerging</th>
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<th>Average</th>
<th>Median</th>
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<td>2.0</td>
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<td>29</td>
<td>72.5%</td>
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<td>15</td>
<td>1.25</td>
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KIOSK SURVEY

- UniversityCulture example

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THANK YOU

Questions?
Introduction to Qualtrics

Presented by:
Mr. Daniel Martinez

Web Supervisor
Everything you wanted to know in 30 minutes or less

or what I like to call
Everything you were told you have to know about Qualtrics in 30 minutes or less
Presenting
Frank Capra’s
“IT’S A WONDERFUL LIFE”
IN 30 SECONDS
(AND RE-ENACTED BY BUNNIES)
~ A Movie Parody in Bun-O-Vision! ~

© copyright angryalien.com
• Getting started:
  • Logging in
  • Creating Surveys
  • Distributing Surveys
  • Looking at Reports and Collected Data
Let's get started by going to:
http://csuci.qualtrics.com
ASSESSMENT CYCLE COMPONENT:
CREATE LEARNING OBJECTIVES, SELECT ASSESSMENT TYPE, AND METHODOLOGY

Division of Student Affairs
Cycle of Assessment

1. CREATE A PLAN
2. SELECT ASSESSMENT TYPE AND METHODOLOGY
3. CREATE ASSESSMENT MEASURES
4. IMPLEMENT PROGRAM AND COLLECT DATA
5. ANALYZE DATA
6. EVALUATE THE PROGRAM
7. REPORT FINDINGS
Introduction to DSA Assessment
Language and Available Methods

Presented by:

DSA Assessment Council

Dr. Jennifer Miller
Director of Student Affairs Assessment, Research and Staff Development

http://www.youtube.com/watch?v=7IBhMSaFNhY
About Student Affairs  (NASPA.org)

• The work done by student affairs professionals helps students begin a lifetime journey of growth and self-exploration.

• Student learning doesn’t just happen in a classroom. Opportunities for teaching and development exist everywhere and at all times on campus and it’s our job to seize these moments.

• As student affairs professionals our job is to foster and promote these interactions. Encouraging an understanding and respect for diversity, a belief the worth of individuals, and supporting our students in their needs are just some of the core concepts of the profession.
Placing the Student in the Center with our Assessment Measures

• Assessment of CI student learning is a community (not individual) effort

• WASC Accreditation Measures
• CI Campus Collaborations
• State of California Expectations
• Division Core Values
• Program Aims
• Program Objectives
Anatomy of a Program

- **Purpose**: All programs should have a purpose or reason for existing. In the student-centered culture that we operate, this purpose broadly stated is to meet the learning and development needs of our students.

- **Aims**: All programs should have a set of aims or general expected outcomes, which if accomplished will meet a specific need of the program.

- **Objectives**: All programs should have a set of objectives or specific goal-related expected outcomes, which, if accomplished, will lead to the success of that goal.

- **Program strategies** All programs should have a proven effective array of activities, events, and/or interventions that when properly used will result in your accomplishing the specific goal-related expected outcomes (i.e., objectives).
When is Needs Assessment Done?

• **Before planning strategies related to your program:** to allow relevant people a chance to say what improvements they would like to see and why.

• **During implementation:** to help you stay on target at the beginning, middle, and end of the implementation.

• **Ongoing:** to celebrate successes, to learn from setbacks, and to help you stay focused on meeting your program’s objectives and outcomes.
Formative vs. Summative Assessment

**Formative Assessment:** Assessment activities that provide opportunities for learners to acquire, accumulate, and develop knowledge and skills in progression until higher level mastery is achieved.

- [http://www.youtube.com/watch?v=cvXS2x3UhQU](http://www.youtube.com/watch?v=cvXS2x3UhQU)

**Summative Assessment:** “Final performance review” or evaluation conducted at the end of the term.

- To support continuous improvement measures our programs focus on **Formative Assessment** measures (i.e.: CPR)
Indirect vs. Direct Measures

- A **direct measure** is based on a sample of actual student work, including reports, exams, demonstrations, performances, and completed works.
- **A measure of what a student can do.**
  
  - E.g.: Poster presentation, performance piece, multiple choice test

- An **indirect measure** is based upon a report of perceived student learning.
- **A measure of what we think a student can do.**
  
  - E.g.: Survey of current students, survey of graduates, focus group observations.

- We utilize indirect measures mostly in student affairs-related assessment.
Assessment Terminology Word Match

1. Teams of Six
2. Assessment Council Team Leaders
3. Team Word Matching
4. Debrief

- Assessment
- Needs Assessment
- Gap
- Service
- Program Evaluation
- Student Learning Objective
- Program
- Need
- Program Outcomes
- Aims
- Student Learning Outcome
Meeting Students’ Needs

1. Student Needs

2. Program

3. Aims
Aims tell us, in broad terms, what we can expect from your program.
An objective gives specific and tangible descriptions of what you expect to achieve through your program activities.
The SMART Rule

- **S**pecific
- **M**easurable
- **A**chievable
- **R**ealistic and
- **T**ime defined
The purpose of an objective is to convert aims into action plans.
To support the mission of the university, learning objectives (and yes, some say learning outcome or SLO) are often utilized.
Learning Objectives

• Allow one to be purposeful
• The “end goal” is the driver
• Strategies result
• Goals are broader, general, and non-specific
• Learning objectives state what the student is expected to know, be, or do following our activity and/or intervention
• They are specific, observable, and measurable
Learning Objectives Components

A: Audience – Who are the learners?

B: Behavior (action verb) - exactly what the student will know, be, or do following our activity and/or intervention

C: Conditions - under what circumstances will the learning occur?

D: Degree of Standard – how much; to what extent should the behavior occur?
Learning Objectives: 3 Levels of Learning

• **Cognitive** (Know) – emphasizes thinking

• **Affective** (Be) – highlights attitude and feelings

• **Psychomotor** (Do) – features doing
Learning Objectives: Writing Sentences

• Preferred order: Condition, Audience, Behavior, Degree

• As a result of participating in the ASI Board Retreat, students will be able to state two accomplishments of the previous year’s Board.

  ➢ **Strategy** – Presentation by outgoing ASI Chair on the 2010-11 accomplishments

  ➢ **Assessment** – ask question on the evaluation: “Name two accomplishments of the 2010-11 ASI Board.”
Let’s Practice (Partner Sharing)

• What do you want CI students and/or staff to accomplish as a result of an activity and/or service that you provide?

• As a result of your work at CI, what do you want CI students and/or staff to know, be, or do at the end of the year?
Measuring Outcomes

• **Objective** = *future* tense
  – What we hope participants will know/be/do as a result of our program/intervention

• **Outcome** = *present* tense
  – What participants actually know/be/do as a result of our program/intervention
Formative assessment meets continuous improvement...

http://www.youtube.com/watch?v=KHxi4T_DboU
DSA CPR Model

• This model takes a no-nonsense approach to program assessment and accountability and insists that program planners:
  1) Clearly identify the educational needs of their students;
  2) Develop and implement effective strategies for learning; and
  3) Accurately and objectively demonstrate that students are learning what they are expected to learn as a result of the work of Student Affairs.
CI Success Indicators

- Programming planning, implementation, and assessment
- Teaching tool
- Student Life example
- Breaking up the assessment planning process into smaller bite-sized pieces
- **How are our students doing? How are we doing to meet their needs? How do we know?**
Methodology 101

Quantitative Research Design- Deductive language. Uses numbers and measures to describe a phenomenon. An experimental design. Can involve variables, data analysis, instrumentation, and interpretation.

Qualitative Research Design- Inductive. Emergent design. Gathering data to paint a picture or understand relationships. Selection of themes or central data. Can involve interviews, narratives, grounded theory, and case studies. Uses words verses numbers.

Treatment- The application to the independent variable. Used to investigate a cause and effect relationship. A control group should be present.

Sample- Small group of members of a population selected to represent the population in a study.

Population- group that have something in common.
Methodology 101

Hypothesis-A hunch or guess about a phenomenon or relationship. It may or may not be true.

Theoretical Framework- What theory describes as a cause and effect.

Parsimony- Keep it simple, silly! The simplest explanation to understand something.

Independent Variable- The cause. A measurable concept selected to be study. Stable. Cannot be changed.

Operational Definition- Validates a relationship. Working relationship of how things work. The operations used to measure a construct.
Assessment Strategies:

- Surveys
- Interviews
- Focus Groups
- Reflective Journals
- One-minute papers
- Formal Observations
- Performance Evaluations
- Pre-test/Post-Test
- Portfolios
- Rubrics
- Internal/External Review
- Peer Review/Evaluation
- Benchmarking
- Case Studies
- Standardized national licensure exams
- National Surveys
Questions?
ASSESSMENT CYCLE COMPONENT: CREATE A PLAN REVISITED

1. CREATE A PLAN
2. SELECT ASSESSMENT TYPE AND METHODOLOGY
3. CREATE ASSESSMENT MEASURES
4. IMPLEMENT PROGRAM AND COLLECT DATA
5. ANALYZE DATA
6. EVALUATE THE PROGRAM
7. REPORT FINDINGS

Division of Student Affairs Cycle of Assessment
Practice Time: Creating Measureable Learning Outcomes and Assessment Plans for Areas

Presented by:

Ms. Cindy Derrico
Executive Director, HRE

Dr. Genevieve Evans Taylor
Executive Director, ASI

Mr. Edwin Lebioda
AVP/ Athletics and Wellness

Mr. Damien Peña
AVP/Dean of Students

Ms. Toni Rice
AVP/Administrative and Strategic Operations
Closing and Next Steps

Presented by:

Dr. Jennifer Miller
Director of Student Affairs Assessment, Research, and Staff Development

Dr. Wm. Gregory Sawyer
Vice President for Student Affairs