

ASSESSMENT PLAN

DIVISION OF STUDENT AFFAIRS



September 2008

UWSP STUDENT AFFAIRS ASSESSMENT TEAM

Unit Directors, Assessment Coordinators, and SA Team Contacts

Admissions

Director – Cathy Glennon
Assessment Coordinator – Laura Rosenfield
SA Assessment Team Contact – Anne Hoffmann

Orientation

Director and Assessment Coordinator – Mike Pagel
SA Assessment Team Contact – Anne Hoffmann

Career Services

Director – Angela Kellogg
Assessment Coordinator – Lorry Walters
SA Assessment Team Contact – Shari Summers

Community Rights and Responsibilities

Coordinator and Assessment Coordinator – Kris Hoffenberger
SA Assessment Team Contact – Angela Kellogg

Counseling Center

Director – Bill Hettler
Assessment Coordinator – Pat Doherty
SA Assessment Team Contact – Shari Summers

Disability Services

Coordinator and Assessment Coordinator - Jim Joque
SA Assessment Team Contact – Anne Hoffmann

Financial Aid

Director and Assessment Coordinator - Paul Watson
SA Assessment Team Contact – Ed Lee

Foreign Student and ESL Office

Director and Assessment Coordinator – Brad Van Den Elzen
SA Assessment Team Contact – Shari Summers

Health Services

Director and Assessment Coordinator – Bill Hettler
SA Assessment Team Contact – Laura Ketchum-Ciftci

Helen Godfrey Child Learning and Care Center

Director and Assessment Coordinator – Susie Sprouse
SA Assessment Team Contact – Angie Kellogg

Multicultural Affairs (Student Support Services, MCRC, Native American Center, Upward Bound, Pre-college Programs, Non-Traditional Student Services)

Director and Assessment Coordinator – Ron Strege

SA Assessment Team Contact – Anne Hoffmann

Registration and Records

Director and Assessment Coordinator – Dan Kellogg

SA Assessment Team Contact – Laura Ketchum-Ciftci

Residential Living

Director - Joe Totman

Assessment Coordinator – Shari Summers

SA Assessment Team Contact – Angie Kellogg

Student Academic Advising

Director – Angela Kellogg

Assessment Coordinator – Carol Lanphear-Cook

SA Assessment Team Contact – Laura Ketchum-Ciftci

Tutoring-Learning Center

Director and Assessment Coordinator – Bobbie Stokes

SA Assessment Team Contact – Ed Lee

University Centers (Campus Activities, Student Involvement and Employment, Dining, Allen Center, University Store and Text Rental, Administration of Building, Operations, and Student Employment)

Director and Assessment Coordinator – Laura Ketchum-Ciftci

SA Assessment Team Contact – Ed Lee

9/7/08

Student Affairs Assessment Team Roles and Expectations

Student Affairs Assessment Team Mission Statement:

To encourage and facilitate meaningful assessment for continuous improvement.

Roles/Expectations of Unit Assessment Coordinators

- Unit Assessment Coordinators will be responsible for coordinating the assessment efforts in their unit.
- Unit Assessment Coordinators are to be knowledgeable and engaged in the assessment efforts of their unit.
- Unit Assessment Coordinators are to keep the Student Affairs Assessment Team member up to date on assessment developments by maintaining regular contact and freely asking questions, advice, or clarification as issues arise.
- Unit Assessment Coordinators are to communicate regularly with the unit Director and colleagues to continuously evaluate and improve assessment efforts.
- Unit Assessment Coordinators are to be knowledgeable and engaged in the assessment efforts of their unit and to keep historical records of what has been done and what the next steps are in their unit assessment efforts.
- Unit Assessment Coordinators are to work with unit Director to identify whom from the unit would be the most appropriate staff member(s) to present the unit assessment review once every two years.

Roles/Expectations of Student Affairs Assessment Team

- Individual team members will be assigned serve as liaisons for the Student Affairs Assessment Team with Unit Assessment Coordinator for individual departments. Their duties are as follows:
 - to meet regularly with Unit Assessment Coordinators to offer help as a resources in their on-going assessment planning.
 - to serve as coaches and resources. They are not assessment experts nor are they asked to hold units accountable for their assessment process.
 - to review the assessment efforts of all Student Affairs units according to a 2 year cycle.
 - to offer an “outside the unit” perspective to the data that is being developed or presented during unit biennial reviews.
- Team members are required to be active participants in all Student Affairs Assessment Team meetings and discussions.
- Team members will periodically revisit the Assessment Team process and brainstorm ways to improve the process and better meet the needs of the departmental coordinators.
- Chairperson of the team will keep electronic record of all reviews undertaken and share results with the Vice Chancellor for Student Affairs.

Roles/Expectations of the Vice Chancellor for Student Affairs

- The Vice Chancellor will continue to provide leadership and direction for all Student Affairs Assessment efforts.
- The Vice Chancellor will set expectations and accountability with the Student Affairs Directors that they participate with the process of on-going assessment efforts and require their units to:
 - appoint a staff member to be the unit coordinator,
 - be active participants in the assessment process,
 - share data and reporting efforts between all members of the unit,
 - involve stakeholders in their assessment efforts.
- The Vice Chancellor will follow up with Directors on feedback from the Student Affairs Assessment Team regarding assessment efforts within each Student Affairs unit.
- The Vice Chancellor will support assessment team members with their duties.

Updated 8/20/08

Student Affairs Departmental Assessment Timeline

2008-2009 Academic Year

Fall 2008	Assessment Timeline and Process presented at the Student Affairs Director Meeting and at a Student Affairs Assessment Coordinator Group Meeting
February 19, 2009	Helen Godfrey Child Learning and Care Center
March 26, 2009	University Centers (Campus Activities, Student Involvement and Employment, Dining, Allen Center, University Store and Text Rental, Administration of Building, Operations, and Student Employment)
April 16, 2009	Financial Aid
May 21, 2009	Disability Services

2009-2010 Academic Year

September 17, 2009	Student Academic Advising
October 15, 2009	Registration and Records
November 2009	Residential Living
December 19, 2009	Community Rights & Responsibilities
February 18, 2010	Admissions (w/Orientation)
March 18, 2010	Health Services
April 15, 2010	Tutoring-Learning Center
May 20, 2010	Multicultural Affairs (Student Support Services, MCRC, Native American Center, Upward Bound, Pre-college Programs, Non-Traditional Student Services)

2010 – 2011 Academic Year

September 2010	Counseling Center
October 2010	Career Services
November 2010	Foreign Student and ESL Office
December 2010	Final Review of the Assessment Process

All presentations will be announced via Message of the Day (MOD) one week in advance of the presentation date.
Updated 8/20/08

Student Affairs Assessment Reporting Format

Each unit will be asked to provide a written report and an oral presentation of this material to the Student Affairs Assessment Team when they are scheduled to report on their assessment efforts.

Requirements of the Written Report (See Attached Rubric)

- 5 – 10 pages, single spaced with a 12-point font size within the format attached. Written report will be due 2 weeks in advance of the oral presentation.
 - Articulate your **intended outcome**. (Also identify the type of outcome – learning, program, service and why it's needed.)
 - Describe the **current experiences, programs, services or interventions** in place that address the intended outcome.
 - Describe your **methods** used to collect the data for this outcome. (Copies of survey instruments may be included as part of the appendix and include when data was collected and how it was collected.)
 - Present the **results** for this outcome. (You may wish to attach supporting information in charts or tables and remember to describe the analysis used, who results were reported to and what results you found).
 - Provide a narrative of the **implications for practice**. (What programmatic and assessment changes you plan to incorporate into your unit in the future; how has this information informed your practice.)

Requirements for the Oral Presentation

- **FORMAT** - 20-30 minute presentation of material and a 30-minute question and answer session between the Student Affairs Assessment Team, unit presenters, and audience members.
- What are the highlights of the **RESULTS** section of your written report?
How did you come to these results? What was the level of involvement of others in your unit in each section of the process – writing intended outcomes, establishing methods, discovery of results, discerning implications for future practice?
- What are the unit's future **IMPLICATIONS FOR PRACTICE** and **ASSESSMENT CYCLE**?
How are you using looping within your assessment processes? How will you integrate your results into your practice? What's changing? What new questions do you have? What stakeholders were involved? Are there any budgetary implications for the future?

Student Affairs Assessment Review Rubric

- The rubric will be the tool for each unit to complete a self- assessment and will be used by the team for feedback on the written report and oral presentation.

Requirements for the Student Affairs Assessment Web Page

- The Final Written Report
- Outline for the Oral Presentation
- Additional Documents in an Appendix (optional)

Evaluation of the Assessment Process

Following a unit's oral presentation feedback from the Student Affairs Assessment Committee will be sent to the Unit Assessment Coordinator and the Director within 2 weeks of the review. A planning document will also be sent for completion by the unit within a month of receiving the committee's feedback. In addition, a brief survey will be sent to the Unit Coordinator and Director for feedback on the entire assessment reporting format and responses from this survey will be collected, reviewed, and considered during the on-going and formal scheduled review, in December 2010, of the Student Affairs Assessment Process.

Student Affairs Assessment Written Report

Unit Name: _____

Date: _____

Intended Outcome

Experiences, Programs, Services, or Interventions

Methods

Results

Implications for Practice

Student Affairs Assessment Review Rubric

Name of Unit: _____

Date: _____

Category	Beginning	Developing	Proficient
OUTCOMES			
<i>Related to Goals and Mission</i>	<input type="checkbox"/> Outcomes often incongruent with the goals and mission	<input type="checkbox"/> Outcomes somewhat aligned with the goals and mission	<input type="checkbox"/> Outcomes clearly aligned with goals and mission
<i>Clarity</i>	<input type="checkbox"/> Outcomes are not defined, or are not clearly defined, with respect to program, service or student development & learning <input type="checkbox"/> Outcomes do not distinguish what designees should know, experience, appreciate or to be able to do	<input type="checkbox"/> Outcomes are somewhat defined with respect to program, service or student development & learning <input type="checkbox"/> Outcomes intermittently distinguishes what designees should know, experience, appreciate or to be able to do	<input type="checkbox"/> Outcomes are clearly defined (program, service or student development & learning) and clearly <input type="checkbox"/> Outcomes clearly distinguish what designees should know, experience, appreciate or to be able to do
<i>Utility</i>	<input type="checkbox"/> Outcomes lack detail to be useful in decision-making	<input type="checkbox"/> Outcomes suggest some general directions for decision-making but not uniformly or comprehensively	<input type="checkbox"/> Outcomes consistently detailed and meaningful enough to guide decision-making in program planning and improvement
<i>Measurable/Observable</i>	<input type="checkbox"/> Outcomes are not measurable/observable	<input type="checkbox"/> Outcomes are somewhat measurable/observable	<input type="checkbox"/> Outcomes are measurable/observable
<i>Criteria for Achievement</i>	<input type="checkbox"/> Criteria for achievement not stated or clear	<input type="checkbox"/> Criteria for achievement for outcomes are somewhat clear	<input type="checkbox"/> Criteria for achievement are stated clearly
<i>COMMENTS:</i>			
ASSESSMENT METHODS			
<i>Appropriate</i>	<input type="checkbox"/> Methods did not measure the outcome or are not appropriate to measure outcomes	<input type="checkbox"/> Some or most of the assessment methods were appropriate to measure outcomes	<input type="checkbox"/> Consistently identified and used appropriate assessment method to measure outcomes and are valid, realistic and reliable
<i>Methods</i>	<input type="checkbox"/> No methods reported or limited use of only one type of measure	<input type="checkbox"/> Limited use of observable measures, or occasionally used multiple methods	<input type="checkbox"/> Both measurable/observable methods of evidence used and multiple sources of evidence used
<i>COMMENTS:</i>			

Category	Beginning	Developing	Proficient
RESULTS <i>Analysis</i> <i>Reporting</i> <i>Evaluation/Interpretation</i>	<input type="checkbox"/> Results not reported analyzed or analyzed ineffectively or inappropriately <input type="checkbox"/> Results either not reported or reported outside of context of outcomes <input type="checkbox"/> Results either not reported or no interpretation given to historical, organization, and longitudinal context	<input type="checkbox"/> Results reported and somewhat analyzed effectively and appropriately <input type="checkbox"/> Results reported with some attention to the context of outcomes <input type="checkbox"/> Results reported and some interpretation given to historical, organization, and longitudinal context	<input type="checkbox"/> Effective and appropriate analysis of results <input type="checkbox"/> Results reported and presented in the context of outcomes <input type="checkbox"/> Results reported and interpreted with consideration given to historical, organization, longitudinal context
<i>COMMENTS:</i>			
IMPLICATIONS FOR PRACTICE <i>Implications of Results</i> <i>Sharing of Results and Implications</i> <i>Budgetary Issues</i>	<input type="checkbox"/> Includes no or little explanation for how the assessment results were or could be used by the unit <input type="checkbox"/> No or limited evidence of consultation and collaboration with constituents regarding assessment strategies, decision making and use of results <input type="checkbox"/> No consideration for budget implications	<input type="checkbox"/> Includes some explanation for how the assessment results were or could be used by the unit <input type="checkbox"/> Some or limited sharing of assessment strategies, evidence, and decision-making with relevant constituents <input type="checkbox"/> Plan of action seems to have budget implications, but they are not discussed	<input type="checkbox"/> Includes detailed explanation for how the assessment results were or could be used by the unit <input type="checkbox"/> Thorough sharing of assessment strategies, evidence, and resulting decisions regarding improvements with relevant constituents <input type="checkbox"/> Budget implications for plan of action are discussed where relevant
<i>COMMENTS:</i>			
ASSESSMENT CYCLE <i>Looping</i> <i>Involvement of Stakeholders</i>	<input type="checkbox"/> No or little understanding of the need and/or commitment to continue the assessment cycle <input type="checkbox"/> Plan lacking involvement of stakeholders in development and implementation	<input type="checkbox"/> Some general understanding of the need and commitment to continue the assessment cycle <input type="checkbox"/> Some degree of input of stakeholders, but unclear or limited participation of them in the assessment cycle	<input type="checkbox"/> Demonstrated commitment to continue the assessment cycle (timelines set, search for improved strategies, etc.) <input type="checkbox"/> Plan to involve stakeholders in discussions, input and implementation of the assessment cycle
<i>COMMENTS:</i>			