



Designing an Outcomes- Based Student Affairs Assessment Program

**Lynn D. Akey
René Hersrud**



Program Foundations

- Senior administrative commitment
- Structural and financial support
- Relate to institutional goals and assessment programs
- Divisional priorities and leadership team buy-in



Structural and Financial Support

- Review divisional budget
- Create .5 FTE Assessment Coordinator position
- Select Assessment Coordinator
- Provide replacement support
- Provide support for Assessment Coordinator



Divisional Priorities and Leadership Team Buy-In

- Draft divisional priorities related to institutional goals**
- Seek input of leadership team**
- Ask team members to write outcomes for each priority**
- Seek their approval of final document**
- Have them present priorities and outcomes to departments supervised**



Priority B

- **THE DIVISION OF STUDENT AFFAIRS WILL DEVELOP AND IMPLEMENT AN ANNUAL ASSESSMENT PROCESS FOR EACH DEPARTMENT, INCLUDING PROFESSIONAL DEVELOPMENT ACTIVITIES AND A COMPLETED ASSESSMENT PLAN FOR EACH DEPARTMENT WITHIN THE DIVISION. (Supports University Goal 7 and Chancellor's 2002-2003 Work Plan, Priority 6.)**



Action Steps

- Staff development workshop,
- Individual department meetings, and
- Draft assessment plans, feedback, final plan.



Relate to Institutional Goals


- MSU's mission statement says that we "promote learning through effective undergraduate and graduate teaching, scholarship and research in service to the state, the region, and the global community."
- In order to assure ourselves, our students and our public that we are effectively promoting student learning and development, it is critical that we assess the outcomes established by our various programs.



Rationale

- **Based on Principles of Good Practice in Assessing Student Learning (American Association of Higher Education, 1992).**
- **“What do we want students to know and be able to do when they have completed their educational programs?”**



 **AAHE Principles: through assessment, we meet our responsibilities to students and to the public, providing evidence of our effectiveness in promoting learning.**



Mission

- **The mission of Student Affairs Assessment at Minnesota State University, Mankato is to provide information regarding:**
- **student demographics;**
- **student expectations and experiences;**
- **student engagement;**
- **campus climate; and**
- **the quality and improvement of services and programs provided by the Division.**



Previous Assessment

- Standardized tools directed at collecting and disseminating information regarding:
 - Incoming first year student demographics
 - Expectations of the college experience
 - Experiences during the first year
 - Overall student satisfaction

Program-Based Outcomes Assessment

- is linked to the institution's mission and goals;
- has a conceptual framework;
- has student affairs staff ownership/responsibility;
- leads to program, departmental, and institutional improvement;



Program-Based Outcomes Assessment

- uses multiple measures;
- is cost-effective;
- doesn't restrict or inhibit goals of access, equity, and diversity established by the institution;
- provides a timeline for development and implementation that is appropriate and realistic;
- provides for appropriate administration of the assessment.



Five Year Assessment Plan

- examined departmental mission in relation to divisional and institutional mission and goals;
- established and/or clarified departmental goals;
- developed measurable outcomes for student learning, development, and/or service satisfaction;



Five Year Assessment Plan

- set criterion-based standards for achievement regarding each outcome;
- developed a five year timeline for assessment considering human and fiscal resource needs;
- assigned within-department responsibility for assessment of the department's established outcomes.



Assessment Plan Template

- brief description of the department and department mission statement
- brief description of the process followed to develop the assessment plan
- department goals and outcomes
- methods and measures for assessment of each outcome



Assessment Plan Template

- **standard/criteria of achievement desired for each outcome**
- **timeline for conducting assessment**
- **plan for dissemination and use of assessment results**
- **resources and support needed to successfully complete assessment plan**



Annual Assessment Report

■ The annual assessment report consists of:

- goals and corresponding outcomes assessed,
- program/service assessed,
- overview of methodology,
- summary of results, and
- brief discussion of data utilization and implications.



Assessment Report Rubric

Guidelines for Assessing a Department's Reporting of Goals/Outcomes

Score	Value	Demonstrated Characteristics
	4	Outcomes are linked to department, division and university mission and goals. Outcomes are written in clear, measurable terms. Outcomes identify benefits or changes for individuals and/or quality of service provided where applicable.
	3	Outcomes are written in clear, measurable terms. Outcomes identify benefits or changes for individuals and/or quality of service provided where applicable.
	2	Outcomes are written in clear, measurable terms.
	1	Outcomes are written as general, broad, or abstract statements.
	0	Outcomes are not identified.

Support

- **Assessment Coordinator**
- **Workshops**
- **Individual Department Meetings**
- **Program Review and Assessment Website**
- **Assessment Committee**
- **Assessment Series**



