

The background of the slide features a large, faint watermark of the Vanderbilt University seal. The seal is circular and contains a central torch with a flame, surrounded by a laurel wreath. The words "VANDERBILT UNIVERSITY" and "FOUNDED 1800" are visible around the perimeter of the seal.

# Student Affairs Assessment: Aligning VU Processes and Purposes August 13, 2013

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# Institutional Effectiveness

## Definition:

“The systematic, ongoing, process of gathering and analyzing data to evaluate performance in relation to the mission and goals of the institution. Institutional Effectiveness includes the evaluation of academic and administrative units as well as support services.”

*Building a Culture of Evidence in Student Affairs, NASPA, 2012*



# Institutional Effectiveness— Accountability and Improvement

Higher Learning Commission, Accreditation  
Criterion Four: Teaching and Learning—  
Evaluation and Improvement.

“The institution demonstrates responsibility for the quality of its educational programs, learning environment, and support services and evaluates their effectiveness for student learning through processes designed to promote continuous improvement.”

# Institutional Effectiveness— Accountability and Improvement

## Academic Quality Improvement Program (AQIP)

Two examples from one of nine categories:

- 1P10. How do you address the special needs of student subgroups (e.g., handicapped students, seniors, commuters)?
- 1P16. How do you align your co-curricular development goals with your curricular learning objectives?

VU's Assessment Strategic Plan



# The Essential Role of Student Affairs in Student Learning and Development

“Student affairs professionals have much to offer to the assessment of student learning in the student experience, yet this potential is often overlooked and underutilized.”

John H. Schuh and Ann M. Gansemer-Topf,  
“The Role of Student Affairs in Student Learning Assessment” (NILOA, Dec. 2010)

# The Essential Role of Student Affairs in Student Learning and Development

“Student affairs must model what we wish for our students: an ever increasing capacity for learning and self-reflection. By redesigning its work with these aims in mind, student affairs will significantly contribute to realizing the institution’s mission and students’ educational and personal aspirations.”

“The Student Learning Imperative: Implications for Student Affairs” (American College Personnel Association, ACPA)



# Three Types of Student Affairs Assessment

- Program Assessment—Assessing the effectiveness of your programs and services
- Learning Assessment—Assessing what students know or are able to do as a result of your programs and services
- Developmental Assessment—Assessing how students feel or behave or what they value as a result of your programs and services

# What Is a Mission Statement?

The mission statement presents:

- The “big picture” of what your program does and why your program exists
- Your purpose, who you serve, how you will serve, and how your services will impact or benefit students and other stakeholders

The mission statement represents the goals, values, and behaviors that your program personnel most highly regard, and the distinctive value offered by your office.



# Structure of a Program Mission Statement

“The mission of \_\_\_\_\_ (name of your program or unit) is to (your primary purpose) by providing (your primary function or activities) to (your stakeholders).” Any clarifying statements needed can be added.

# What Are Objectives?

Objectives describe in general terms what the program hopes to accomplish, reflecting the mission. Objectives are more specific statements of your goals for what you provide:

- Services
- Learning
- Affective Development



# Examples of Program Objectives

- Increase volunteerism
- Increase awareness of disability resource services
- Increase usage of facilities
- Increase the cost effectiveness of the program
- Improve the climate in the dorms

# Examples of Learning Objectives

- Foster student leadership skills
- Improve students' critical thinking skills
- Increase parents' knowledge of college processes
- Build student teamwork skills
- Strengthen students' speaking skills
- Develop students' networking skills
- Build faculty's knowledge of disability processes



# Examples of Developmental Objectives

- Build students' awareness of other cultures
- Foster students' personal growth
- Increase students' awareness of the values of others
- Increase students' appreciation for academic success
- Build students' appreciation for healthy behavior

# What Are Outcomes?

- Outcomes are specific statements derived from program objectives and expressed in language that makes objectives measurable
- Outcomes are specifically about what you want the **end result of your efforts** to be, the changes you want to occur expressed in measurable terms
- Outcomes enable a program to validate the effectiveness of its offerings and its impact on student learning and development



# Imagine Graduation Day

Think of students as they graduate. Outcomes reflect the skills, knowledge, values, behaviors that students can demonstrate as a result of their experiences in and out of the classroom.



# Three Types of Outcomes

## Program Outcomes:

- Express the changes you want to see in programs and services as a result of your efforts in specific times and places, with a specific group of participants, at a specific level of performance
- Determine whether student affairs programs, services, activities, experiences or classes accomplish what they are designed to accomplish



# Examples of Program Outcomes

“The Dean of Students Office will increase participation in the student withdrawal survey.”

“The Office of Housing and Residential Life will increase student satisfaction with the cleanliness of the halls and restrooms.”

# Three Types of Outcomes

## Learning Outcomes:

- Express specific changes in students' knowledge and skills that students or stakeholders should be able to demonstrate, represent, or produce as a result of what and how they have learned
- Determine whether and to what degree students have learned what they were supposed to learn by participating in a student-affairs-sponsored program, service, activity, experience, or class



# Examples of Learning Outcomes

“The Office of Disability Services will increase faculty knowledge of the accommodation process.”

“The Student Activities Office will build students’ ability to integrate classroom learning with the ideas and perspectives presented by guest speakers.”

# Three Types of Outcomes

## Developmental Outcomes:

- Express specific changes in student attitudes, values, or habits of mind in contrast to the ways students are predisposed to behave in certain situations
- Determine whether and to what degree student behaviors, beliefs, or values change as a result of participation in a student-affairs-sponsored program, service, activity, or class



# Examples of Developmental Outcomes

“The Office of Disability Services will increase students’ confidence in their ability to seek accommodations for their disabilities.”

“The Office of Parent Services will increase parents’ comfort with the Start VU process.”

# Vincennes University Liberal Education Outcomes

- Engage in articulate expression through critical reading and effective written, oral, and digital communication.
- Apply quantitative reasoning and a variety of numeric data to solve problems in a variety of disciplines
- Evaluate ethical behavior as an individual and as a member of local and global communities.



# Vincennes University Liberal Education Outcomes

- Apply critical and creative thinking skills to solve problems.
- Integrate knowledge and perspectives of different disciplines to answer complex questions.

# OrgSync Learning and Development Outcomes

Administrative

Advocacy

Appreciation of Differences

Citizenship/Civic Engagement

Clarified Value

Communication

Conflict resolution

Delegation

Event Planning

Financial

Goal Setting

Group Dynamics

Healthy Behavior

Helping Skills

Independence

Listening

Meditation

Networking

Public Speaking

Recognition

Self-Awareness

Social Responsibility

Team Building

Trust

Understanding Privilege



# American Association of Colleges and University's (AAC&U) Essential Learning Outcomes

## Intellectual and Practical Skills, Including

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

# American Association of Colleges and University's (AAC&U) Essential Learning Outcomes

## **Personal and Social Responsibility, Including**

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning