



Assessment in Student Affairs

Western Regional Careers in Student Affairs Day
Friday, October 21, 2005
California State University, Long Beach
John L. Hoffman, Ph.D. & Marla Franco, M.S.

Agenda



Learning Outcomes

- Participants will be able to identify learning objectives for their programs.
- Participants will be able to develop matrixes to track student learning over time.
- Participants will learn multiple strategies for program assessment.
- Participants will be able to demonstrate the importance of using and marketing assessment results.

Learning Activities

- Developing Learning Objectives
- Assessment Approaches Discussion
- Using & Marketing Results
- Q&A

Joe Applicant

Experience

2000-2004 Arbor College Arbor City, CO

Dean of Students

- Supervised departments of residence life, intercultural affairs, health and wellness, student activities, academic support, and first-year programs
- Served as the senior judicial officer
- Chaired committees for diversity, student policies, and student success and retention

1995-2000 Clear Falls University South Ridge, SC

Assistant Dean of Students for Judicial Affairs

- Served as the senior judicial officer for a residential university of 6,000 students
- Oversaw recruitment and training of faculty, staff, and students for conduct review committees

1990-1994 East Hill University Eastside, CA

Resident Director

- Supervised 20 RAs and 8 front desk employees in a 500 student residence hall
- Oversaw educational programming for alcohol and drug abuse prevention, multicultural awareness, and sexual harassment and assault prevention
- Assisted with the adjudication of conduct violations

Sally Applicant

Experience

2000-2004 Arbor College Arbor City, CO

Dean of Students

- Eliminated a 12% retention rate gap between white students and students of color
- Increased satisfaction with student affairs functions by 5% overall, 7% for students of color; overall highlights include an 8% increase in satisfaction with student voice in policies, a 12% increase for conduct regulations, and a 10% increase for residence life

1995-2000 Clear Falls University South Ridge, SC

Assistant Dean of Students for Judicial Affairs

- Revised disciplinary sanctioning processes resulting in a 26% decrease in total violations, a 15% decrease in the number of repeat offenders, and an 18% increase in student satisfaction with the disciplinary system

1990-1994 East Hill University Eastside, CA

Resident Director

- Developed and implemented a theory-to-practice programming model; the effort resulted in over 300 programs per year, with at least 40 programs targeting each of the six components of the wellness wheel





Learning Objectives

- **Student Learning Objective:**
A *general* statement of what students will be able to think, know, do, or feel as a result of participation in a given program (e.g. residence life, new student orientation).
- **Student Learning Outcome:**
A *specific* statement of what students will be able to think, know, do, or feel as a result of a *specific programmatic* experience (e.g. a movie discussion, an orientation workshop about study skills).
- ***“Know & Do” Brainstorming Activity***

Example Matrix – 1st Year



| 1999-2000 Assessment Matrix | Identity Development | | | Group Dynamics | | | Community |
|---|----------------------|------------|------------|----------------|----------------|-------------------|-------------|
| | Consciousness | Congruence | Commitment | Collaboration | Common Purpose | Civil Controversy | Citizenship |
| FALL ORIENTATION | | | | | | | |
| Parent Orientation -- Spanish | 1 | | 1 | | 1 | | 1 |
| Gym Walkway Booth | 1 | 1 | 1 | | | | |
| | | | | | | | |
| ETHNIC ORGANIZATIONS | | | | | | | |
| FIVE (International Students) | | | | | | | |
| Monthly Meetings | 1 | 1 | 1 | 1 | 1 | 1 | |
| Fall Event | | | | 1 | 1 | 1 | 1 |
| Spring Event | | | | 1 | 1 | 1 | 1 |
| Nuestra Voz (Latino/a Students) | | | | | | | |
| Monthly Meetings | 1 | 1 | 1 | 1 | 1 | 1 | |
| Fall Event | | | | 1 | 1 | 1 | 1 |
| Spring Event | | | | 1 | 1 | 1 | 1 |
| PAPAYA (Asian/Pacific Islander Students) | | | | | | | |
| Monthly Meetings | 1 | 1 | 1 | 1 | 1 | 1 | |
| Fall Event | | | | 1 | 1 | 1 | 1 |
| Spring Event | | | | 1 | 1 | 1 | 1 |
| SOUL (African America Students) | | | | | | | |
| Monthly Meetings | 1 | 1 | 1 | 1 | 1 | 1 | |
| Fall Event | | | | 1 | 1 | 1 | 1 |
| Spring Event | | | | 1 | 1 | 1 | 1 |
| | | | | | | | |
| PROGRAMMING | | | | | | | |
| Culture Fest | | | | | | | |
| Featured Speaker | 1 | 1 | 1 | | | | 1 |
| Student Displays | 1 | | | | | | 1 |
| Salsa Dancers | 1 | | | | | | 1 |
| Games | | | | | | | 1 |
| Diversity Retreat | | | | | | | |
| Activities | | | | | | | |
| Opening Bible Study | 1 | 1 | | | | | |
| Ice Breakers | | | | 1 | 1 | 1 | 1 |
| Privilege Walk | 1 | 1 | | | | | 1 |
| Modified Barnga | | | | 1 | 1 | 1 | 1 |
| Break-Out Groups | | | | 1 | 1 | 1 | |
| Closing Bible Study | | | 1 | 1 | 1 | 1 | 1 |
| Documentaries | | | | | | | |
| Blue Eyes | 1 | 1 | 1 | | | | 1 |
| Ethnic Notions | 1 | 1 | | | | | 1 |
| Skin Deep | 1 | 1 | | 1 | 1 | 1 | 1 |
| Town Meetings | | | | | | | |
| Election | 1 | 1 | | | | | 1 |
| Hate Crimes | 1 | 1 | 1 | | | 1 | |
| Poverty | 1 | 1 | 1 | | | | |
| Sexual Assault | 1 | 1 | 1 | | | | |
| Others | | | | | | | |
| E.A.T.S. | 1 | | | | | | |
| | | | | | | | |
| OTHER ACTIVITIES | | | | | | | |
| Personal Counsel/Mentoring | 1 | 1 | 1 | | | | |
| Perspectives Newsletter | | | | 1 | 1 | 1 | 1 |
| Western Regional Multicultural Conference | 1 | 1 | 1 | | | | 1 |
| | | | | | | | |
| TOTALS | 21 | 17 | 14 | 18 | 19 | 19 | 23 |

Example Matrix – 2nd Year



| 2000-2001 Assessment Matrix | Identity Development | | | Group Dynamics | | | Community |
|---|----------------------|------------|------------|----------------|----------------|-------------------|-------------|
| | Consciousness | Congruence | Commitment | Collaboration | Common Purpose | Civil Controversy | Citizenship |
| FALL ORIENTATION | | | | | | | |
| Parent Orientation -- Spanish | 4 | | 3 | | 4 | | 3 |
| Gym Walkway Booth | 2 | 2 | 2 | | | | |
| | | | | | | | |
| ETHNIC ORGANIZATIONS | | | | | | | |
| FIVE (International Students) | | | | | | | |
| Monthly Meetings | 3 | 2 | 1 | 4 | 4 | 5 | |
| Fall Event | | | | 3 | 3 | 3 | 2 |
| Spring Event | | | | 4 | 3 | 4 | 3 |
| Nuestra Voz (Latino/a Students) | | | | | | | |
| Monthly Meetings | 5 | 5 | 4 | 4 | 4 | 4 | |
| Fall Event | | | | 5 | 5 | 5 | 4 |
| Spring Event | | | | 5 | 5 | 4 | 4 |
| PAPAYA (Asian/Pacific Islander Students) | | | | | | | |
| Monthly Meetings | 4 | 4 | 3 | 4 | 4 | 5 | |
| Fall Event | | | | 4 | 4 | 5 | 3 |
| Spring Event | | | | 4 | 3 | 4 | 4 |
| SOUL (African America Students) | | | | | | | |
| Monthly Meetings | 5 | 5 | 4 | 4 | 4 | 3 | |
| Fall Event | | | | 4 | 5 | 4 | 3 |
| Spring Event | | | | 2 | 3 | 2 | 3 |
| | | | | | | | |
| PROGRAMMING | | | | | | | |
| Culture Fest | | | | | | | |
| Featured Speaker | 5 | 3 | 3 | | | | 4 |
| Student Displays | 4 | | | | | | 4 |
| Salsa Dancers | 4 | | | | | | 4 |
| Games | | | | | | | 3 |
| Diversity Retreat | | | | | | | |
| Activities | | | | | | | |
| Opening Bible Study | 3 | 4 | | | | | |
| Ice Breakers | | | | 5 | 5 | 4 | 5 |
| Privilege Walk | 4 | 4 | | | | | 4 |
| Ba-Fa | | | | 3 | 4 | 4 | 3 |
| Break-Out Groups | | | | 5 | 5 | 5 | |
| Closing Bible Study | | | 4 | 3 | 3 | | 3 |
| Documentaries | | | | | | | |
| Blue Eyes | 5 | 5 | 4 | | | 2 | 3 |
| Ethnic Notions | 3 | 3 | | | | | 3 |
| Skin Deep | 4 | 4 | | 5 | 5 | 4 | 4 |
| Town Meetings | | | | | | | |
| HIV/AIDS | 3 | 3 | 2 | | | | 3 |
| Hunger | 4 | 4 | 4 | | | | 4 |
| Pornography | 4 | 3 | 2 | | | | |
| Sexuality and Boundaries | 5 | 4 | 4 | | | | |
| Others | | | | | | | |
| E.A.T.S. | 3 | | | | | | |
| | | | | | | | |
| OTHER ACTIVITIES | | | | | | | |
| Personal Counsel/Mentoring | 4 | 4 | 4 | | | | |
| Perspectives Newsletter | 4 | | 3 | | | | 4 |
| Western Regional Multicultural Conference | 3 | 3 | 2 | | | | 3 |
| | | | | | | | |
| SUMMARY | | | | | | | |
| Frequency | 22 | 17 | 16 | 17 | 18 | 17 | 24 |
| Mean | 3.86 | 3.65 | 3.06 | 4.00 | 4.06 | 3.94 | 3.46 |
| Standard Deviation | 0.83 | 0.93 | 1.00 | 0.87 | 0.80 | 0.97 | 0.66 |

Assessment Approaches



Traditional Approaches

- Surveys – Standardized and Internal
- Focus Groups and Interviews
- Retention Data
- Satisfaction Reports
- Participation Tallies
- External Evaluators

Additional Approaches

- Photos
- Video Documentaries
- Student Stories/Quotes
- Student Products
- Newsprint Summaries
- Journals
- Observations
- Ratings and Rankings
- Portfolios

Example Programming Lesson Plan



Title: Learning Ethnic Identity Development Using Human Sculpture
Author: John L. Hoffman, Ph.D.
Subject: Diversity
Audience: College Students, especially Student Leaders

Learning Outcomes:

1. Students will be able to identify the six schemas of Janet Helms's Black and White identity development models.
2. Students will be able to identify examples of when interactions between Black and White students in various developmental schemas may result in conflict.
3. Students will be able to tell the story of their own ethnic identity development.
4. Students will develop specific strategies to welcome college freshmen to the university campus and/or to a specific organization, floor, etc.

Curriculum Standards:

- Diversity/Multicultural Competency

Guiding Question(s):

What is the role of ethnic identity development in college student adjustment and success?

Assessment Strategy:

- Outcomes 1-3 - Students will use schemas when telling their stories. Co-facilitators will use a Likert scale (1-5) to evaluate the degree to which students mastered learning objectives 1 & 2.
- Outcome 4 - Facilitators will use newsprint summaries to evaluate the degree to which students mastered learning objectives 3 & 4, also measured with a Likert scale.



Assessment Rubric:

| | Poor | Basic | Competent | Accomplished |
|---------------------|---|--|--|--|
| Outcomes 1-3 | Student stories demonstrated limited or incorrect connections to Helms's developmental schemas. | Student references to the schemas were correct, but limited - either by focusing primarily on one schema or several schema, but only at a surface level. | Students correctly referenced several schemas in their stories, but did not address elements of personal or interpersonal tension or conflict. | Students' stories correctly referenced at least four schemas and appropriately discussed elements of personal and/or interpersonal tension/conflict. |
| | Poor | Basic | Competent | Accomplished |
| Outcome 4 | Student welcoming strategies included limited or incorrect references to Helms's developmental schemas. | Welcoming strategies made limited (1-2 schemas), though correct use of Helms's theory. Strategies reflected an understanding of either the Black or White model, but not both. | Welcoming strategies addressed at least three schemas in both models & appropriately considered tension between various schemas in the Black and White models. | Welcoming strategies addressed 4-6 schemas from each model, spoke to the tension between the models, and considered means to assist students in utilizing more developmentally mature schemas. |

Note: Students may have a difficult time self-assessing which schema best reflects their current development. This is natural and OK, especially given Helms's theory that multiple schemas are present at any given moment.

Necessary Materials:

- Summary of the models
- Newsprint (two sheets per anticipated group)
- Markers

Learning Connections:

- Visual—Human sculpture presentation
- Auditory—Telling and listening to ethnic identity development stories
- Kinesthetic/Tactile—Activity portion, especially for participants

Learning Activities/Teaching Strategies:



- A. Overview of schemas vs. stages
 - 1) Stages - sequential; one stage at a time
 - 2) Schemas - may be non-sequential; several or all schemas may be present at any given time
 - a. E.g. like the little devil and the little angel speaking in your ear, only six schemas are speaking
- B. Sculpture
 - 1) Twelve volunteers are needed for the sculpture—ideally six White and six Black or persons of color
 - 2) Begin with Black identity development model. One at a time, review the stage and have a person choose a phrase or two to say when acting out the role.
 - 3) After the first six are done, present the sculpture sequentially.
 - 4) Repeat with White identity development.
 - 5) Act out several interactions, especially in the middle of the model. Be sure to ask “how do you feel” questions.
- C. Debriefing
 - 1) Have students pair up. Spend ten minutes (five and five) telling the story of one’s ethnic identity development to one’s partner.
 - a. Have a facilitator model a story first.
 - b. Facilitators should listen to stories and take notes for the assessment rubric (outcomes 1-3).
 - 2) Have student interview one another noting the following questions:
 - a. What do you think about Helms’s models?
 - b. How do these models make you feel?
 - c. Which schemas have been most dominant or present in your life during the past year?
 - d. Which stages just bug you, especially when other people are in them?
 - e. Facilitators should take notes for the assessment rubric (outcomes 1-3).
- D. Brainstorming Activities
 - 1) In groups of 5-7, brainstorm responses to the following question:
 - a. What are the implications for working with college students, especially freshmen?
 - b. What specific strategies can you enact to welcome new students to campus or to your organization?
 - 2) Have groups rank their top 2-3 items and report to the large group.
 - a. Keep copies of the newsprint summaries (actual or photos) for use in assessing outcome 4.

Using and Marketing the Results



- Grant writing & other funding proposals
- Use results to prioritize a department's resources
- Use results to enhance programming goals & content
- Use results on marketing material, such as websites, brochures, etc.
- Use findings to write articles that can be submitted to professional scholarly journals
- Use findings to legitimize the program, the division, the university/college, and the profession of student affairs
- Make sure that you report your findings to your stakeholders!



Assessment Resources

- Bresciani, M. J., Zelna, C. L., Anderson, J. A. (2004). *Assessing student learning and development: A handbook for practitioners*. Washington, DC: NASPA.
- Council for the Advancement of Standards in Higher Education (2003). *The book of professional standards for higher education*. Washington, DC: Author.
- Keeling, R. P. (Ed.). (2004). *Learning reconsidered: A campus-wide focus on the student experience*. Washington, DC: NASPA.
- Mt. San Antonio College (n.d.) *Student learning outcomes*. Available at <http://www.mtsac.edu/outcomes>
- Upcraft, M. L., & Schuh, J. H. (1996) *Assessment in student affairs: A guide for practitioners*. San Francisco: Jossey-Bass.