UNIVERSITY OF
OKLAHOMA

ASSESSMENT WORKBOOK
DIVISION OF STUDENT AFFAIRS

Big Seven

Champions, 1951

☆

CONTENTS

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OKLAHOMA'S 1952
FOOTBALL SCHEDULE

Sept. 27 O. U. 21; Colorado . . 21
Oct. 4 Pittsburgh . . . . Norman
Oct. 11 Texas . . . . . . Dallas
Oct. 18 Kansas . . . . Lawrence
Oct. 25 Kansas State . . . Norman
Nov. 1 Iowa State . . . . Ames
Nov. 8 Notre Dame . South Bend
Nov. 15 Missouri . . . . Norman
Nov. 22 Nebraska . . . . Norman
Nov. 29 Oklahoma A. & M. Stillwater

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Drive Safely To and From the
Game
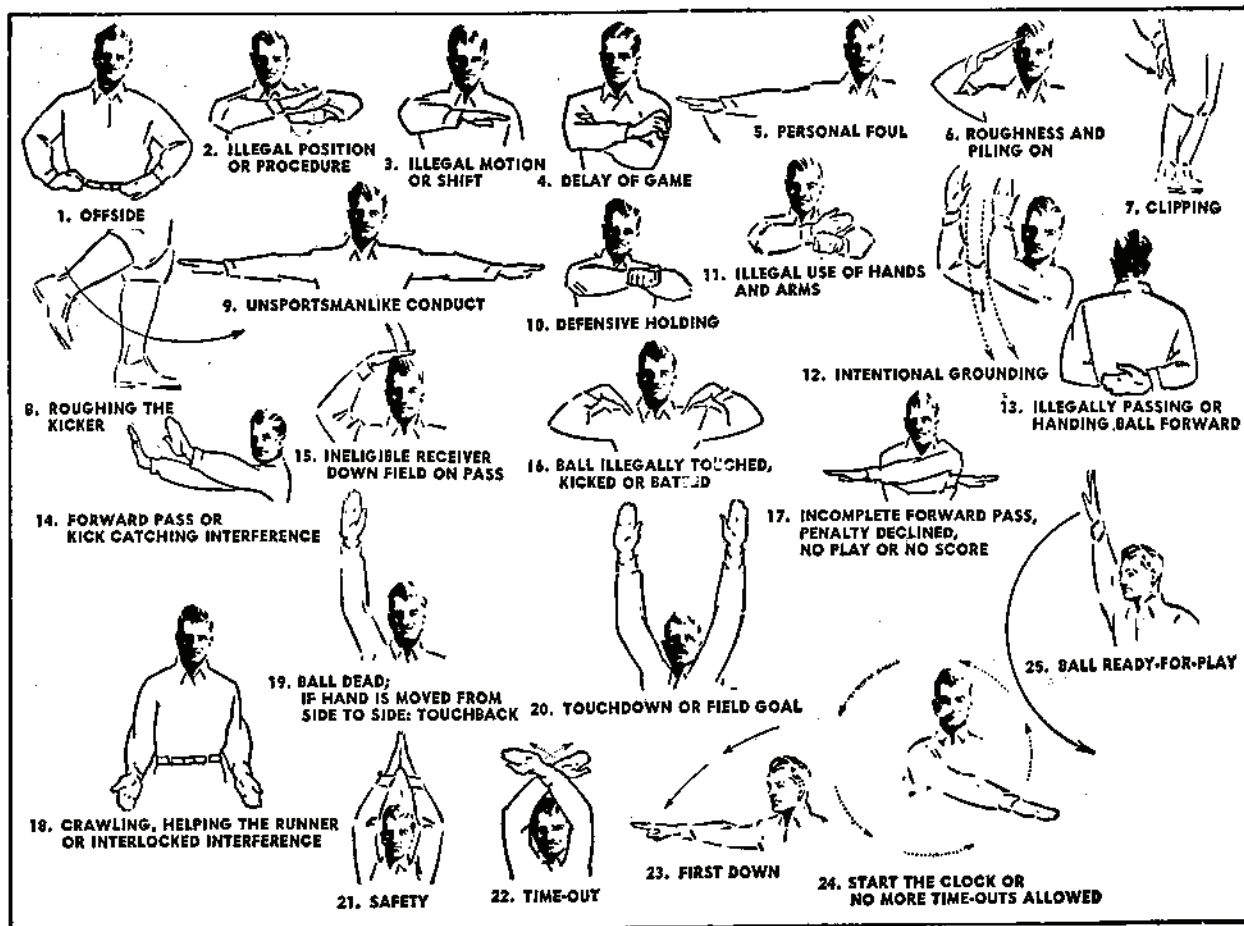
Don't get caught offside…
Play smart!
Have a winning game plan
for your Assessment Program.

STUDENT AFFAIRS ASSESSMENT WORKBOOK

The purpose of all Student Affairs assessment activities at the University of Oklahoma is to carefully examine the services and programs as they relate directly or indirectly to student learning.

The processes of assessment and accreditation help us address **why we do what we do**, answer **are we doing what we say we are doing**, share **what we are doing** as well as help us to **better serve** students.

The Student Affairs Assessment Workbook has been developed as a tool; it should help guide the assessment efforts in your program or department. The content of this workbook and the methods presented here reflect the direction that assessment in higher education is taking: a student learning centered focus.

"Assessment is a process that focuses on student learning, a process that involves reviewing and reflecting on practice as academics have always done, but in a more planned and careful way. Assessment is the systematic collection, review and use of information about educational programs undertaken for the purpose of improving student learning and development."
(Palomba & Banta, 1999).

COACHING STAFF

Clarke Stroud
University Vice President
for Student Affairs
and Dean of Students

Susan Sasso
Associate Vice President
for Student Affairs
and Assoc. Dean of Students

Bette Scott
Director,
Career Services

Kate Stanton
Executive Director,
Health Sciences Center
Student Affairs

Will Wayne
Director of Health Services
and Assistant Vice President

Norris G. Williams
Director,
Henderson Scholars

David L. Annis
Director,
Housing and Food Services

Diane Brittingham
Director,
Residence Life

Chuck Weaver
Director,
Food Services

Becky Barker
Director,
Leadership Development and
Volunteerism

Laura Tontz
Director,
Oklahoma Memorial Union

Amy Davenport
Director,
Fitness and Recreation

Kathy Seibold
Assistant Vice President for
Campus Relations, OU-Tulsa
Schusterman Center

Andrea Kulsrud
University Director,
Student Conduct Office

Kristin Partridge
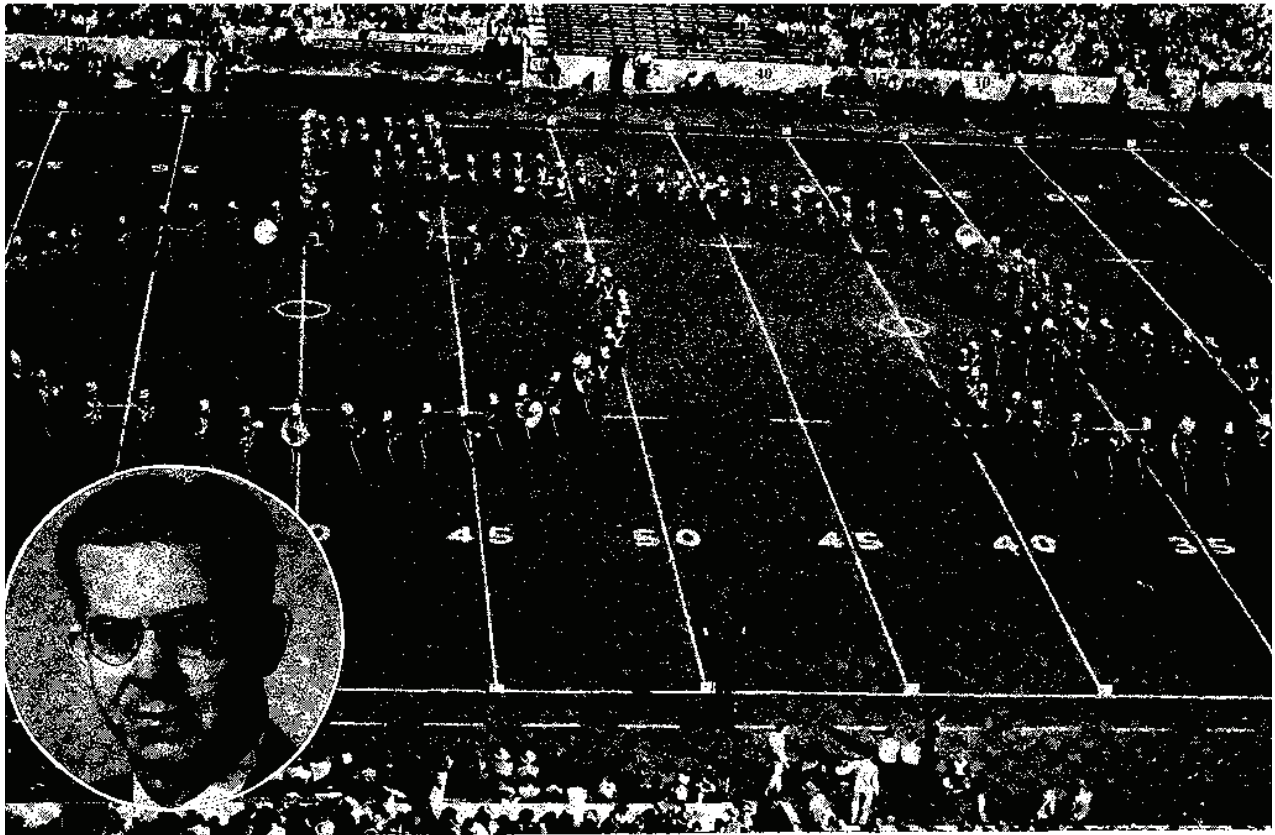Assistant Dean of Students
and Director,
Student Life

Brynn Daves
Director for Student Programs
and Assistant to the Vice President,
Student Affairs

Brian Ringer
Director
Student Media

O. U. MARCHING BAND—"The Pride of Oklahoma."   Inset: Leonard H. Haug, Director

OU

TAKE "PRIDE" IN YOUR DEPARTMENT.

DEVELOPING YOUR MISSION STATEMENT

MISSION STATEMENT

Mission Statement: The mission statement formally and concisely (in 25 words or less) describes the purpose of the department or division and identifies the constituents served.

What is your current mission statement?

> (blank box)

All mission statements within the university should be congruent with the university's mission statement as well as the mission statement of the division or department:

OU Mission Statement

SA Mission Statement

Departmental Mission Statement

Area or Program
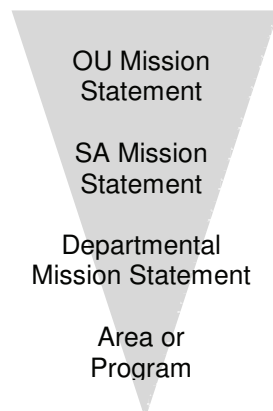
- **The OU Mission Statement:**
  The mission of the University of Oklahoma is to provide the best possible educational experience for our students through excellence in teaching, research and creative activity, and service to the state and society.

- **The Student Affairs Mission Statement:**
  The mission of Student Affairs is to enhance students' academic success by developing student skills, cultivating diverse, campus life experiences, and enriching the university community through programs and services.

The Council for the Advancement of Standards in Higher Education (CAS) recommends that each department's mission statement be a reflection of CAS standards. Please see the *Post Game Report* at the end of this workbook for your specific area's guidelines (if available) and example mission statement.

Guideline Checklist
Please circle the best answer to the following questions. Does/Is your current mission statement:

1.) describe your department's purpose?	Yes	No
2.) define your department's constituents?	Yes	No
3.) approximately 25 words?	Yes	No
4.) congruent with Student Affairs' mission statement?	Yes	No
5.) support the mission statement of the university?	Yes	No
6.) align with the general mission statement from CAS?	Yes	No
7.) reflect CAS standards for your department?	Yes	No

If all answers are "**Yes**":   Your mission statement <u>requires no changes.</u> Proceed to Section 2: GOALS.

If any answer is "**No**":   Revise your current mission statement in the box below to reflect missing guideline(s).

What is your revised mission statement, if applicable?

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Congratulations! You have completed Section 1. Please continue to Section 2: Goals.

GAME NOTES

SETTING GOALS

ON YOUR WAY
TO A
WINNING
PERFORMANCE!
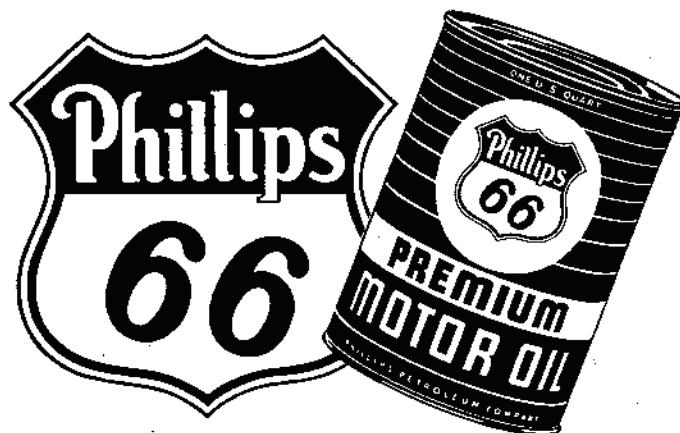
GOALS

Goals: Departmental goals are narrower than mission statements. They are general statements expressed in broad, global language about the long-term purposes of the department/program/event/area/etc.

Please list your current goals below.

```
[blank box]
```

Departmental goals should be congruent with the department's mission statement.

The following are the Division of Student Affairs goals.

1.) Assist students in realizing their goals – academic, personal, and professional.

2.) Provide diverse cultural experiences to the University community.

3.) Offer programs that are designed to enhance the academic experience.

4.) Provide leadership development opportunities.

5.) Create a safe, healthy environment in which students may live, study, socialize and work.
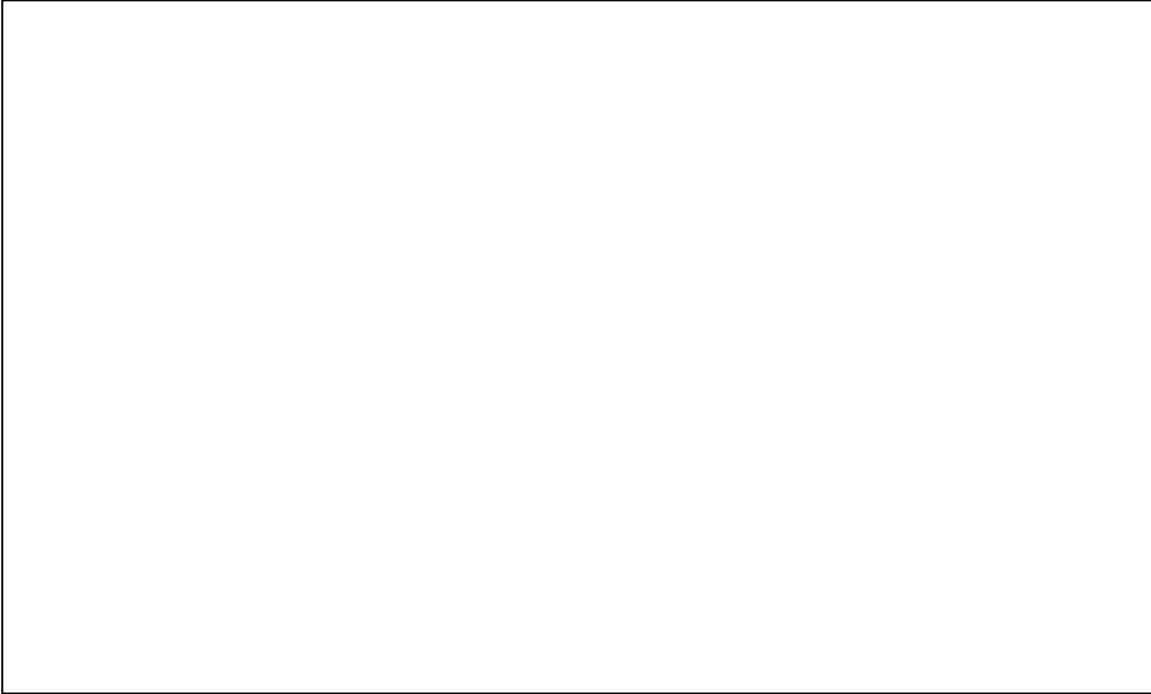
Guideline Checklist
Please circle the best answer to the following questions. Are/Do your current goals:

1.) narrower than your mission statement?   Yes   No

2.) written with broad, global language?   Yes   No

3.) express your department's purposes?   Yes   No

If all answers are "**Yes**":   Current goals <u>require no changes.</u> Proceed to Section 3: Program Outcomes.
If any answer is "**No**":   Revise your current goals in the box below to reflect missing guideline(s).

What are your revised goals, if applicable?

Congratulations! You have completed Section 2.
Please continue to Section 3: Program Outcomes.

"ALL-AMERICAN"

CAS STANDARDS

An "All-Star" line-up of America's
leading Student Affairs Standards

GUIDELINES FOR PRACTICE
Promoting quality programs and services

Boyd Street at
Buchanan

OU *Keeping the goal in mind!*

PROGRAM OUTCOMES

PROGRAM OUTCOMES

Program Outcomes: State what a program or process is to do, achieve, or accomplish.

Are you currently using program outcomes in your department?   Yes   No

If no, please continue the program outcomes section.
If yes, please list your program outcomes below, review the following information and proceed to the Guideline Checklist.

All departmental program outcomes should be congruent with Student Affairs' overall goals.

Writing Program Outcomes

Program outcomes relate to the details and logistics surrounding your program or area. Use simple, specific action verbs to describe what will happen over the course of your program. Your department as a whole should have three to five program outcomes while each area or program may have their own as well. These goals are not related to the learning taking place, but rather to the structures in place to facilitate learning. For example, program outcomes relate to attendance, program retention rates, or budgetary concerns, etc. They provide the concrete and tangible framework for the program.

Structure

Subject + Action Verb + Measurement Strategy = Result, Achievement or Accomplishment

Subject:	Program, Event, Department, Team, Etc.
Action Verb:	will be able to…
Measurement Strategy:	specifics, details on how you will assess
Result:	Achievement or Accomplishment

EXAMPLES	
Do:	**Don't:**
Student attendance at the Career Services presentations in spring 2014 will increase by at least 50 percent, compared to spring 2013.	*Student attendance at the Career Services presentations in spring 2014 will increase.*
At least 70 percent of charged students will agree that the student conduct process will positively influence their future behavior choices as a student.	*Charged students will agree that the student conduct process will positively influence their future behavior choices as a student.*
OU Summer Session will increase the number of participants enrolled in summer classes by 5 percent in the 2013 session.	*OU Summer Session will increase the number of participants enrolled in summer classes for the 2013 session.*
Fitness and Recreation will expand their outreach to faculty, staff, and students by 10 percent through utilizing social media platforms Facebook and Twitter.	*Fitness and Recreation will expand their outreach to faculty, staff, and students through utilizing social media.*
These examples include all of the necessary pieces to create an effective program outcome: the action is clear and contains a degree to which it must be performed. Additionally, the goal is realistic and provides a measurement standard.	This example is vague; it does not address how the department or program improved in terms of measureable accountability.

Guideline Checklist

Please circle the best answer to the following questions. Do/Are your program outcomes:

1.) describe your department's overall purpose?   Yes   No

2.) incorporate the breadth of your programming efforts?   Yes   No

3.) congruent with Student Affairs' program outcomes?   Yes   No

4.) support the mission statement of the department?   Yes   No

5.) reflect CAS standards for your department?   Yes   No

If all answers are "**Yes**":   Program outcomes <u>require no changes.</u> Please list them on the chart provided and proceed to Section 4: Learning Outcomes.

If any answer is "**No**":   Revise program outcomes on the chart provided to reflect missing guideline(s).

Department/Program Name:

OU-Tulsa Student Affairs

List desired Program Outcome below:	Measurement Strategy:	Describe results below:
Student attendance at the Career Services presentations in spring 2014 will increase by at least 50 percent, compared to spring 2013.	*Observations, Document analysis*	*Workshop attendance increased 183 percent when comparing spring 2014 to spring 2013*

Congratulations! You have completed Section 3.

Please continue to Section 4: Learning Outcomes.

University of Oklahoma Campus Scenes

(1) Entrance to Administration Building; (2) Women's Quadrangle; (3) New Press Box from Tennis Courts; (4) Entrance to North Oval with Administration Building in background; (5) Holmberg Hall (Fine Arts); (6) Gould Hall (Geology); and O. U.'s Westheimer Air Field on the North Campus.

LEARNING OUTCOMES

LEARNING OUTCOMES

Learning Outcomes: Change occurring in students as a direct result of their interaction with an educational institution and its programs/services. They demonstrate that students have learned.

Are you currently using learning outcomes in your department?   Yes   No

If no, please continue the learning outcomes section.
If yes, please list your learning outcomes below, review the following information and proceed to the CAS Domains.

All departmental learning outcomes should be congruent with Student Affairs' overall learning outcomes.

Writing Learning Outcomes

Learning outcomes should be measureable and observable outcomes that focus on what students will take/learn from your program or course. They should support the mission of your department and be manageable enough to be a realistic outcome. Learning outcomes are easily structured in either of the following two methods:

1.) ABCD's

A: Students will…
B: (learn what?)
C: (under these circumstance/conditions)
D: (to this level of efficiency/effectiveness).

Audience:
Who does the outcome pertain to? It is important to be specific in terms of who your learning outcomes address in order to measure them appropriately. In Student Affairs our audience is typically the students we serve, however it is important to consider all of the populations within our *students*.

Behavior:
What do you expect the audience to know/be able to do? These should be action centered behaviors that are easily identified Bloom's Taxonomy is a classification of learning objectives within education. It provides a framework, as well as a list of action verbs, to develop learning outcomes.

Bloom's Taxonomy

The cognitive domain of Bloom's Taxonomy involves knowledge and the development of intellectual skills. The six major categories, listed in order below, start from the simplest behavior to the most complex. The progression shows that the first one must be mastered before the next one can take place.

Knowledge
Articulate
Define
List
Label
Locate
Identify
State
Reproduce
Arrange
Order
Recall
Relate

Comprehension
Describe
Discuss
Explain
Locate
Recognize
Report
Translate
Classify
Indicate
Review

Application
Demonstrate
Employ
Illustrate
Schedule
Sketch
Use
Apply
Interpret

Analysis
Appraise
Calculate
Debate
Diagram
Differentiate
Relate
Solve
Test
Classify
Experiment
Criticize
Contrast
Compare

Synthesis
Arrange
Assemble
Collect
Compose
Create
Design
Formulate
Organize
Plan
Propose

Evaluation
Appraise
Assess
Choose
Compare
Estimate
Evaluate
Measure
Score
Justify
Select
Predict

Condition:

Under what conditions or circumstances will the learning occur? The condition provides the context for learning in your department. It focuses the program or course in order to achieve the learning outcome.

Degree:

How much will be accomplished, how well will the behavior need to be performed, and to what level? The degree of each learning outcome provides an avenue of assessment. It is important to be able to measure (somewhat) concretely the learning that takes place within each program.

2.) Learning Outcome Template:

As a result of students participating in <blank>, they will be able to <blank>.

EXAMPLES	
Do:	Don't:
After completing eCheckup to Go, 93 percent of students were able to identify two ways to lower the negative effects of alcohol consumption.	*Students were able to identify ways to lower the negative effects of alcohol consumption.*
Via Strengthsfinder 2.0, PCS students identified one or more of their personal leadership strengths and how these strengths will influence their leadership.	*PCS students identified their personal leadership strengths and how these strengths will influence their leadership.*
These examples include all of the necessary pieces to create an effective learning outcome.	These examples are vague. They do not address what skills/abilities are being referred to or the degree to which they should be learned. Furthermore, they ignore the condition of the learning.

CAS Domains for Learning Outcomes

The Council for the Advancement of Standards (CAS) associates learning outcomes with six broad categories called domains. Within the model, each domain is further defined by dimensions.

The following worksheet allows you to evaluate and assess your learning outcomes in terms of the CAS. By evaluating your department/program, you should be able to determine which domain your learning outcomes relate to most and indicate that on the grid. These reports will be used to provide evidence of Student Affairs' involvement in learning. It will also allow your department, as well as the Division of Student Affairs as a whole, to examine those areas in which we are successful and those areas in which we could improve.

Instructions for completing the Student Affairs' Learning Outcomes Grid worksheet on page 25:

1. Complete the "Department/Program Name" and the "Description" of the department/program in the designated boxes below.

2. List each Learning Outcome in the boxes.

3. Refer to the page 23 for CAS Domains and definitions.

4. Check/mark each corresponding Domain box that best fits your Learning Outcome.

Student Outcome Domains	Dimensions of Outcome Domains		Examples of Learning and Development Outcomes for Each of the Student Outcome Domains
Knowledge acquisition, construction, integration, and application	(1)	Understanding knowledge from a range of discipline	Posses knowledge of human cultures and the physical world; posses knowledge of (a specific) one or more subjects
	(2)	Connecting knowledge to other knowledge, ideas, and experiences	Uses multiple sources of information and their synthesis to solve problems knows how to assess diverse sources of information such as internet, text observations, and databases
	(3)	Constructing knowledge	Personalizes learning makes meaning from text, instruction, and experience; uses experience and other sources of information to create new insights; generates new problem-solving approaches based on new insights; recognizes one's own capacity to create new understandings from learning activities and dialogue with others
	(4)	Relating knowledge to daily life	Seeks new information to solve problems; relates knowledge to major and career decisions; makes connections between classroom and out-of-classroom learning articulates career choices based on assessment of interests, values, skills, and abilities; provides evidence of knowledge, skills, and accomplishments resulting from formal education, work experience, community service, and volunteer experience, for example in resumes and portfolios
Cognitive Complexity	(5)	Critical Thinking	Identifies important problems, questions, and issues; analyzes, interprets, and makes judgments of the relevance and quality of information; assesses assumptions and considers alternative perspectives and solutions
	(6)	Reflective Thinking	Applies previously understood information, concepts, and experiences to a new situation or setting; rethinks previous assumptions
	(7)	Effective reasoning	Uses complex information from a variety of sources including personal experience and observation to form a decision or opinion; is open to new ideas and perspectives
	(8)	Creativity	Integrates mental, emotional, and creative processes for increased insight; formulates a new approach to a particular problem
Intrapersonal development	(9)	Realistic self-appraisal, self-understanding, and self-respect	Asses, articulates, and acknowledges personal skills, abilities, and growth areas; uses self-knowledge to make decisions such as those related to career choices; articulates rationale for personal behavior; seeks and considers feedback from others; critiques and subsequently learns from past experiences; employs self-reflection to gain insight; functions without need for constant reassurance from others; balances needs of self with needs of others
	(10)	Identity development	Integrates multiple aspects of identity into coherent whole; recognizes and exhibits interdependence in accordance with environmental, cultural, and personal values; identifies and commits to important aspects of self
	(11)	Commitment to ethics and integrity	Incorporates ethical reasoning into action; explores and articulates the values and principles involved in personal decision-making; acts in congruence with personal values and beliefs; exemplifies dependability, honesty, and trustworthiness accepts personal accountability
	(12)	Spiritual awareness	Develops and articulates personal belief system; understands roles of spirituality in personal and group values and behaviors; critiques, compares, and contrasts various belief systems; explores issues of purpose, meaning, and faith

1 This document is an adaptation of *Learning Reconsidered* and the CAS Learning Outcomes
2 Categories adapted from *Learning Reconsidered* (2004) and Kuh, Douglas, Lund, & Ramin Gyurmek (1994)
3 These examples are adopted from the George Mason University *Critical Thinking Assessment Report* (2006)

Student Outcome Domains	Dimensions of Outcome Domains	Examples of Learning and Development Outcomes for Each of the Student Outcome Domains
Interpersonal competence	(13) Meaningful relationships	Establishes healthy, mutually beneficial relationships with others; treats others with respect; manages interpersonal conflicts effectively; demonstrates appropriately assertive behavior
	(14) Interdependence	Seeks help form others when needed and offers assistance to others; shares a group or organizational goal and works with others to achieve it; learns from the contributions and involvement of others; accepts supervision and directions as needed
	(15) Collaboration	Works cooperatively with others, including people different from self and/or with different points of view; seeks and values the involvement of others; listens and considers others' points of view
	(16) Effective leadership	Demonstrates skill in guiding and assisting a group, organization, or community in meeting its goals; identifies and understanding the dynamic of a group; exhibits democratic principles as a leader or group members; communicates a vision, mission, or purpose that encourages commitment and action in others
Humanitarian and Civic Engagement	(17) Understanding and appreciation of cultural and human differences	Understand one's own identity and culture; seeks involvement with people different from oneself; articulates the advantages and impact of a diverse society; identifies systematic barriers to equality and inclusiveness, then advocates and justifies means for dismantling them; in interactions with others, exhibits respect and presence dignity of others
	(18) Social responsibility	Recognizes social systems and their influence on people; appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups; participates in service/volunteer activities that are characterized by reciprocity articulates the values and principals involved in personal decision-making;; affirms and values the worth of individuals and communities
	(19) Global perspective	Understands and analyzes the interconnectedness of societies worldwide; demonstrates effective stewardship of human, economic, and environmental resources
	(20) Sense of civic responsibility	Demonstrates consideration of the welfare of others in decision-making; engages in critical reflection and principled dissent; understands and participates in relevant governance systems; educates and facilities the civic engagement of others
Practical competence	(21) Pursing goals	Sets and purses individual goals; articulates rationale for personal and education goals and objectives; articulates and makes plan to achieve long-term goals and objectives; identifies and works to overcome obstacles that hamper goal achievement
	(22) Communicating effectively	Conveys meaning in a way that others understand by writing and speaking coherently and effectively; writes and speaks after reflection; influences others through writing, speaking or artistic expression; effectively articulates abstract ideas; use appropriate syntax and grammar; makes and evaluates presentations or performances; listens attentively to others and responds appropriately
	(23) Technological competence	Demonstrates technological literacy and skills; demonstrates the ethical application of intellectual property and privacy; uses technology ethically and effectively to communicate, solve problems, and complete tasks; stays current with technological innovations
	(24) Managing personal affairs	Exhibits self-reliant behaviors; manages time effectively; develops strategies for managing finances
	(25) Managing career development	Takes steps to initiate job search or seek advanced education; constructs a resume based on clear job objectives and with evidence of knowledge, skills, and abilities,; recognizes the importance of transferrable skills
	(26) Demonstrating professionalism	Accepts supervision and direction as needed; values the contributions of others; holds self accountable for obligations; shows initiative; asses, critiques, and improves the quality of one's work and one's work environment
	(27) Maintaining health and wellness	Engages in behaviors and contributes to environments that promote health and reduce risk; articulates relationship between health and wellness in accomplishing goals; exhibits behaviors that advance the health of communities
	(28) Living a purposeful and satisfying life	Makes purposeful decisions regarding balance among education, work, and leisure time; acts in congruence with personal identity, ethical, spiritual, and moral values

STUDENT AFFAIRS LEARNING OUTCOMES GRID

(CAS Learning Domains)

KA: Knowledge Acquisition,Construction, Integration, & Application
CC: Cognitive Complexity
ID: Intrapersonal Development

IC: Interpersonal Competence
HCE: Humanitarianism & Civic Engagement
PC: Practical Competence

Learning Outcomes Grid*

Department/Program Name: **Student Conduct**							
Description:							
		CAS Learning Domains					
List each Learning Outcome below:	Assessment Method	KA	CC	ID	IC	HCE	PC
After completing eCheckup to Go, 93 percent of students were able to identify two ways to lower the negative effects of alcohol consumption.	*Campus Labs Survey and eCheckup to Go responses*	X					

Grid adapted from Oregon State University

Guideline Checklist

Please circle the best answer to the following questions. Do your learning outcomes:

1.) align with Student Affairs' learning outcomes?		Yes	No
2.) support the mission statement of the department?		Yes	No
3.) reflect CAS standards for your department?		Yes	No
4.) include a specific audience (**A**)?		Yes	No
5.) specify the behavior you hope to achieve (**B**)?		Yes	No
6.) include a condition or context for learning (**C**)?		Yes	No
7.) include a measureable degree of learning (**D**)?		Yes	No
8.) have realistic and achievable outcomes?		Yes	No
9.) fall reasonably within a CAS learning domain?		Yes	No

If all answers are "**Yes**":   Learning outcomes <u>require no changes.</u> Please list them in the provided Learning Outcomes Grid and then proceed to Section 5: Measurement Strategies/Assessment Techniques.

If any answer is "**No**":   Revise learning outcomes in the grid provided to reflect missing guideline(s).

Congratulations! You have completed Section 4.
Please continue to Section 5: Measurement Strategies/Assessment Techniques.

GAME NOTES

GAME NOTES

HEALTH SERVICES
campus headquarters for all student health needs

Student Life ...
another great OU tradition!

Helping students make good decisions....
STUDENT CONDUCT OFFICE

Serving up Leadership & Volunteerism daily!
phone 5-4020

Extra! Extra! Read all about it!

The Oklahoma Daily
and
Sooner Yearbook

★ ★
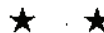
Student Media

STUDENT AFFAIRS

FOOTBALL:

The Big XII Conference includes teams from all over the region.
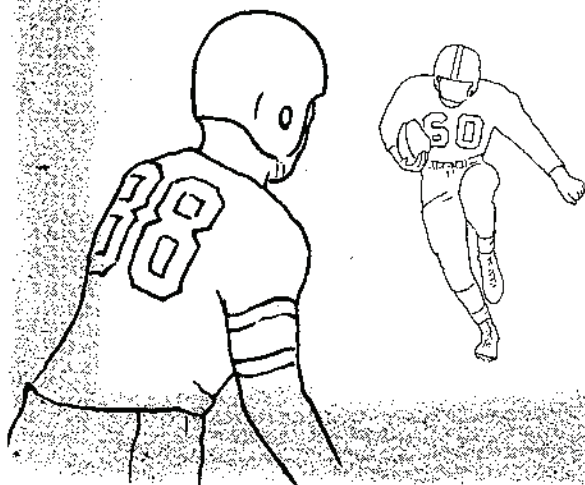
STUDENT AFFAIRS:

- OU Student Affairs serves students in three Oklahoma cities:

Norman
Health Sciences Center - OKC
OU-Tulsa Schusterman Center

A winning combination!

Serving students beyond the classroom.
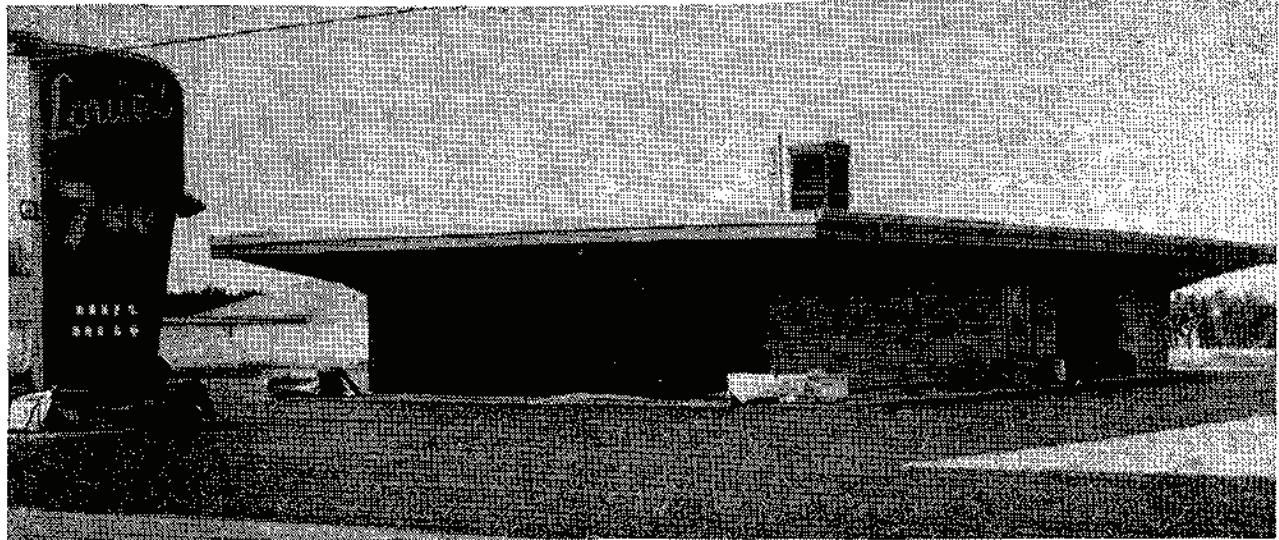
Owen Field Concessions

For the convenience of our patrons and guests, concession stands are located beneath each side of the stadium. McClure's Concessions, Inc., Oklahoma City, again is handling concessions at Sooner games.

Special care has been taken to offer only products of national reputation and superior quality and you are invited to use these refreshment facilities before, during or after the game.

The official football program will be sold by O. U. athletes, supervised by Port Robertson, the university's wrestling coach. The price of the program is 25c.

Your attention is called to the following official price list for the various commodities sold at Memorial Stadium:

Cotton Candy 15c	Chairback Seats 25c
Pop Corn 15c	Rain Cushions 25c
Peanuts 15c	Cigarettes 25c
Snow Cones 15c	Hot Dogs 25c
Ice Cream 10c	Candy Bars 10c
All Soft Drinks 10c	Chewing Gum 10c
Coffee 10c	

FOOD FOR THOUGHT...

ASSESSMENT TECHNIQUES AND DATA ANALYSIS

ASSESSMENT TECHNIQUES & DATA ANALYSIS

Assessment Method: It is the manner in which you collect evidence of student learning.

Introduction

Writing learning and program outcomes is just the beginning of the background necessary to fully develop assessment projects. Once these outcomes are written and you provide the programs, services and activities to your target population, the next step is measuring the success of those services and outcomes. There are several factors that go into determining appropriate outcome assessments methods. This section will take you step by step through that process.

1.) Quantitative vs. Qualitative
- Decide what you are trying to measure.
- Reflect back to your learning outcomes as they are the basis for any decisions you make regarding measurement.
- Are you collecting quantitative data, qualitative data, or both?

QUANTI - tative Data is generated through methods such as questionnaires or surveys. Surveys can be administered by mail, telephone, face to face, or by the Internet. This type of research reaches many more people, but the contact with those people is briefer than it is in qualitative research.

Considerations regarding quantitative data (from Campus Labs):
- Can generalize to greater population with larger samples
- Easier to report and analyze
- Less influenced by observer and inquirer
- Sometimes more cost effective

QUALI - tative Data explores attitudes, behavior, and experiences through such methods as interviews or focus groups. It attempts to get an in-depth opinion from participants. Instruments for data collection may include audio recorders, cameras, or open-ended questions on a survey.

Considerations regarding qualitative data (from Campus Labs):
- Allows one to understand the behaviors/characteristics of a large population
- More depth/robustness
- Ability to capture "elusive" evidence of student learning and development
- Specific samples

ASSESSMENT TECHNIQUES & DATA ANALYSIS

The Council for the Advancement of Standards in Higher Education (CAS) recommends that:

"….Assessments must include qualitative and quantitative methodologies as appropriate, to determine whether and to what degree the stated mission, goals, and student learning and development outcomes are being met. The process must employ sufficient and sound measures to ensure comprehensiveness. Data collected must include responses from students and other affected constituencies."
                                      (CAS Professional Standards for Higher Education, 7th Ed. p. 35)

2.) Choosing a Method: Direct and Indirect Assessment

Direct Assessment: Examination of actual student work product in a direct and unfiltered way. Examples could be a student's performance on an examination or test; student papers or presentations; and student portfolios used to assess for achievement in a given area.

Indirect Assessment: Gathering information related to learning in ways other than examining actual student work. Examples could include surveys asking for a student's (or observer's) perception of learning objective mastery; exit interviews; focus groups; or any manner of gaining information about quality of the learning process by getting some form of feedback.

3.) Assessment Tools
Now that you have decided if you are going to collect qualitative and/or quantitative data through indirect or direct methods, you can select an assessment tool(s) that you will use to collect the data you desire.

Most Commonly Used Methods

- Interviews
- Document Analysis
- Observations
- Focus Groups
- Self-Reports
- Posters and Presentations
- Peer evaluations

- Quasi-Experiments
- Test, Exams, Quizzes
- Surveys
- Reflection/Journal
- Pre/Post Test
- Portfolios
- Written Papers and Projects

- Campus Labs

2

ASSESSMENT TECHNIQUES & DATA ANALYSIS

4.) Data Analysis

Once the data has been collected, analyze it. Data analysis is dependent upon what type of data you gathered. At times, you may choose to review more than one type of data to assess your program or service. For example, you may choose to use a survey and a focus group. Credible data sets should reflect each other.

As data is analyzed, keep in mind its limitations. The true impact of a program or service may not surface at the time of your collection. Some impacts take months, semesters, even years, to evolve. It is highly unlikely that an assessment will prove that a single program *caused* the desired outcomes. It may be that the program, in conjunction with the many other experiences students encounter on a daily basis, encouraged the skills associated with a defined element of student success.

Finally, understand that an assessment project will likely not answer all of your questions. Assessment can be viewed as a photograph, a snapshot in time. Just as your hairstyles have likely changed over the years and you can compare those photos, you can compare assessment snapshots.

The resources available in Campus Labs will do all of the quantitative data analysis for users. It is not up to the survey developer to statistically analyze the data. The following charts are examples of how Campus Labs can assist in the analysis of quantitative data.

The frequency tab allows users to see the number of people that responded to each option:

	Count	Percent		
☐	23	10.95%	▇	1 time per week
☐	30	14.29%	▇	2 times per week
☐	77	36.67%	▇▇	3 times per week
☐	70	33.33%	▇▇	Almost daily
☐	10	4.76%	▏	Never

210 Respondents

Q1. How often do you anticipate visiting the Traditions Square Fitness Rooms?

The graph tab places the data in a bar graph to be explained visually:

3

Cross tabbing allows the user to compare and contrast answers to different questions, pull out certain populations from responses, and generally get a better feel of how the data represents each defined population that completed the survey:

Frequency	Graph	Cross Tab

Q2. Please rate your use and importance to you for the different areas, services, and machines: - Cardio equipment					
☑ Summary View		Frequency of Use Never	Sometimes	Often	Total
✖ Q4. Please rate your use and importance to you for the different areas, services, and machines: - Machines	Frequency of Use Never	28.57 %	8.70 %	5.83 %	9.05 %
	Sometimes	38.10 %	55.07 %	37.50 %	43.33 %
	Often	33.33 %	36.23 %	56.67 %	47.62 %
	Total	100.00 %	100.00 %	100.00 %	100.00 %

Note: Percentages reported are percent responses.
Add Question:
Select Question ▾

Guideline Checklist:
Please circle the best answer to the following questions. Do your assessment techniques:

1.) Have you considered what type of data you are trying to gather?   Yes   No

2.) Have you considered how you will gather this data?   Yes   No

3.) Have you selected a method that will effectively gather the type
      of data you seek?   Yes   No

4.) Does your assessment measure your learning outcomes?   Yes   No

5.) Does your assessment measure your program outcomes?   Yes   No

If all answers are "**Yes**":   Assessment techniques require no changes. Proceed to Section 6:
                                                   Reporting & Recommendations.
If any answer is "**No**":   Revise assessment techniques.

Most of the data you gather will be used internally for program planning and improvement. If you intend to publish or disseminate your data to other audiences, you will have to complete the Institutional Review Board process. See http://www.ouhsc.edu/irb-norman/ for more information.

Congratulations! You have completed Section 5.
Please continue to Section 6: Reporting & Recommendations.
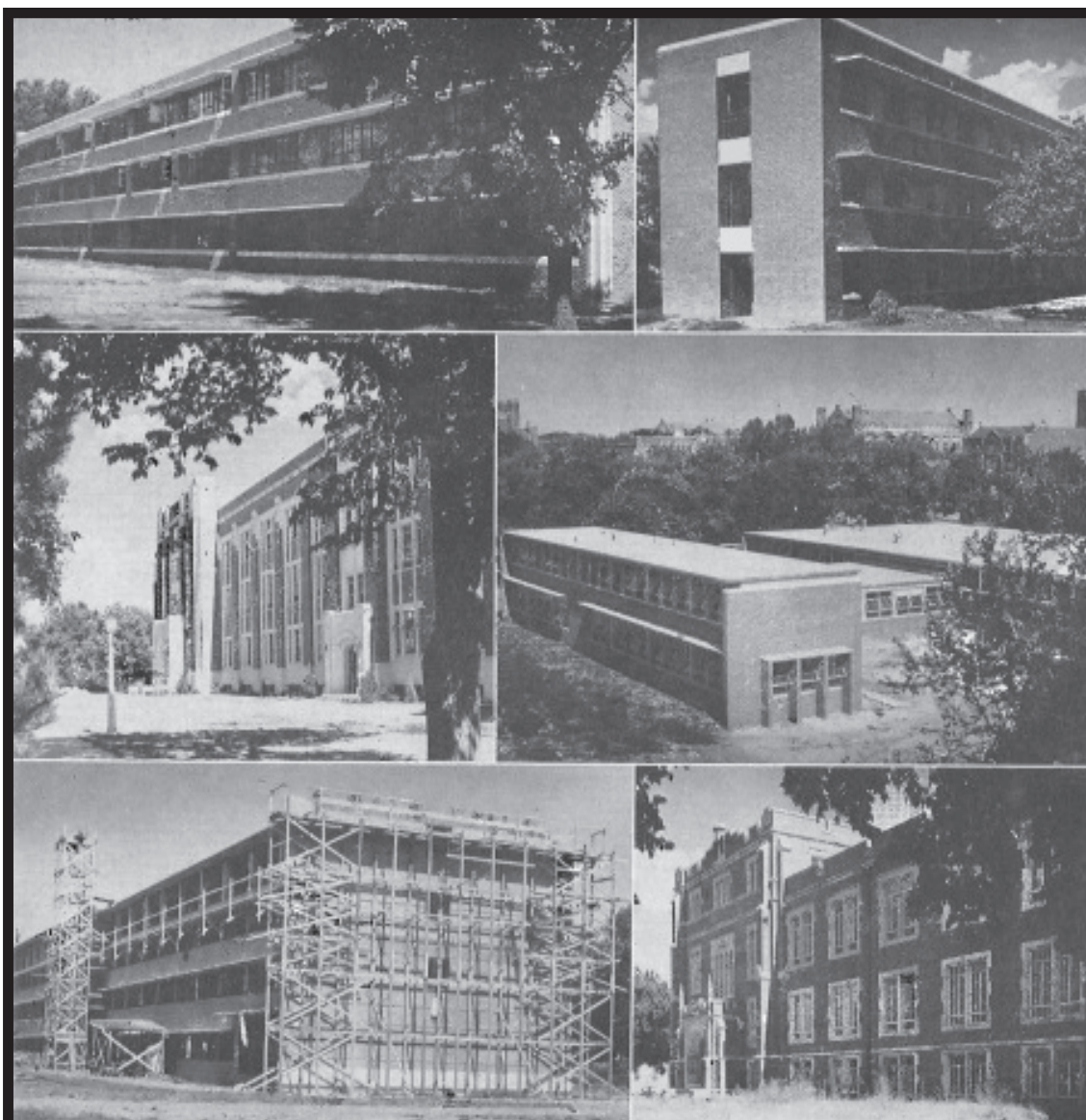
YEA, SOONERS, ROCK'EM-SOCK'EM!
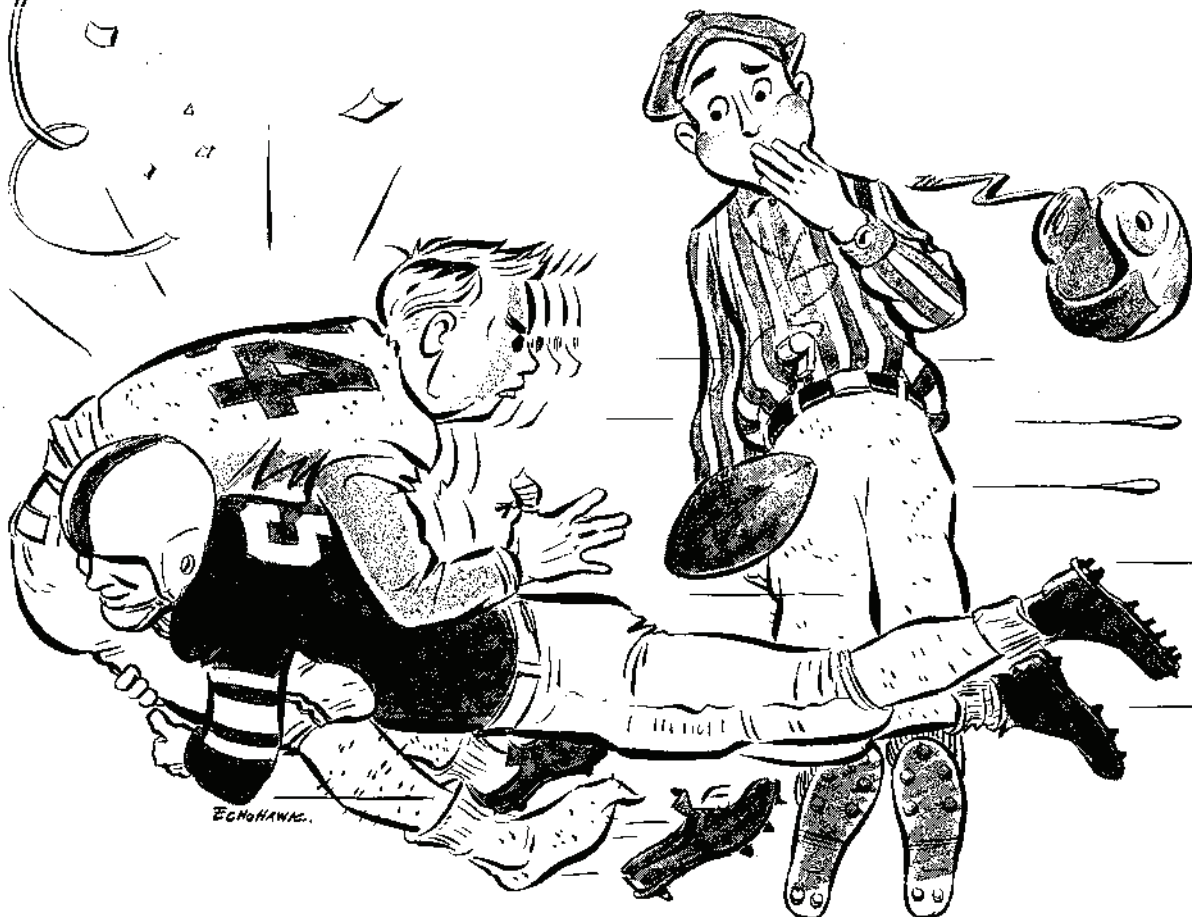
We tackle assessment projects that help make your work easier and smarter. Team play is as much a part of business as football. Our team is available to score winning assessment programs!

CLASSROOM BUILDING   FINE ARTS ADDITION

RESEARCH INSTITUTE   UNIVERSITY PRESS

GIRLS DORMITORY   ENGINEERING ADDITION
(One of four units)

NEW BUILDINGS AT O. U.

REPORTING AND RECOMMENDATIONS

REPORTING & RECOMMENDATIONS

Now that your assessment project is complete, you will want to spend some time thinking about how you will report the results and to whom they should be reported. This section will describe two different reporting options and several suggestions for dissemination.

Considerations as you prepare your report:

- **What is the rationale for the report?**
  For example, are you trying to improve a program, implement policy change based on the data gathered, or demonstrate that learning outcomes have been achieved?

- **Who is the intended audience for the report?**
  Different report types may be selected if you are sharing the information with the Vice President, a department, or for campus-wide dissemination.

Types of Reports

1.) **Full Report:** It can include an in-depth discussion of the literature, appendices with the actual instruments used and other associated assessment materials. *Examples*: federal grant report, IRB report, full program needs assessment, accreditation report, etc.

2.) **Summary Report:** Provides an overview of many areas of the assessment process, but focuses on the assessment findings, discussion, implications and recommendations. This type of report may even bullet information to make it easier to find the "bottom line." The report can be tailored to a specific audience.

Full Report Structure/Sections:
- Executive Summary
- Purpose of Assessment
- Methods
- Description of Participants
- Findings
- Conclusions/Implications/ Recommendations

Summary Report Structure/Sections:
- Executive Summary
- Purpose of Assessment
- Findings
- Conclusions/Implications/ Recommendations

Implementation

Gathering the data and reporting it is part of the assessment puzzle. Another equally important piece is actually making use of the results of your assessment to improve programs, meet needs or to better address student learning outcomes.
The conclusions/implications/recommendations section of your report will be critical to ensuring good use of the data. In addition to program changes and modifications, you

will also want to think of how you communicate your results to key constituencies such as students, parents, and/or other members of the university community. You can be creative in how you share results with the larger community such as the use of websites, community presentations, email, and even posters.

Guideline Checklist:
Please circle the best answer to the following questions.

1.) Have you determined the purpose of your report?		Yes	No
2.) Have you considered your key constituents?		Yes	No
3.) Have you decided on a report format that effectively communicates the results?		Yes	No
4.) Have you determined how to disseminate your findings to the larger community?		Yes	No
5.) Does your assessment report include a section on implications and recommendations?		Yes	No

If all answers are "**Yes**": Your assessment <u>requires no changes.</u> You are done!

If any answer is "**No**": Reevaluate your assessment findings and reflect on the missing guideline(s).

Congratulations! You have completed your assessment project!

PENALTIES

1. Taking more than five times out during either half (except for replacement of injured player).

2. Illegal delay of game.

3. Failure to complete substitution before play starts.

4. Violation of kickoff formation.

5. Player out of bounds when scrimmage begins.

15. Team not ready to play at scheduled time.

16. Violation of rules during intermission.

17. Illegal return of suspended player.

18. Interference by member of offensive team with defensive player making pass interception. (Also loss of down.)

29. Striking an opponent with fist, forearm, elbow or locked hands, kicking or kneeing—Mandatory disqualification of offending player plus loss of fifteen yards.

30. Foul within the one yard line—half the distance to the goal.

31. Interference by defensive team

LOSS OF FIVE YARDS

6. Putting ball in play before Referee signals "Ready-for-play".

7. Failure to maintain proper alignment of offensive team when ball is snapped. Also, backfield man illegally in motion.

8. Offside by either team or encroachment on neutral zone.

9. Attempt to draw opponents offside.

LOSS OF FIFTEEN YARDS

19. Interference with opportunity of player of receiving team to catch a kick.

20. Illegal use of hands or arms by offensive player.

21. Tackling or blocking defensive player who has made fair catch.

22. Roughing the kicker.

23. Piling up, hurdling, clipping.

OTHER PENALTIES

on forward pass — passing team's ball at spot of foul.

32. Forward pass being touched by ineligible receiver beyond the line of scrimmage—loss of fifteen yards from spot of preceding down and loss of a down.

33. Illegal touching of kicked ball within opponent's ten yard line —

10. Crawling by runner.

11. Illegal forward pass (includes intentional grounding of forward pass). Also loss of down.

12. Taking more than two steps after Fair Catch is made.

13. Player on line receiving snap.

14. Any violation of the scrimmage formation.

24. Tackling player out of bounds, or running into player obviously out of play.

25. Coaching from sidelines.

26. Failure to stop one full second following shift.

27. Defensive holding.

28. Invalid Signal for Fair Catch.

touchback.

34. Flagrantly rough play or unsportsmanlike conduct — Mandatory disqualification plus loss of fifteen yards.

35. Eligible pass receiver who goes out of bounds and later touches a forward pass—loss of down.
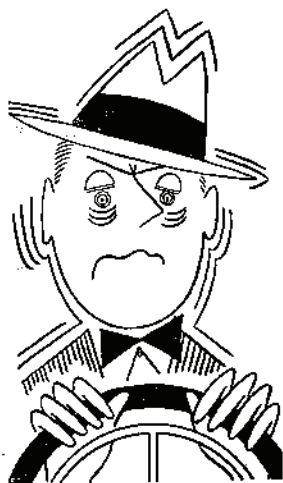
GAME NOTES

POST-GAME NOTES

OFFICIAL SOUVENIR PROGRAM 50c ● OCTOBER 30, 1965 ● OWEN FIELD, NORMAN

by DR. HOWARD R. BOWEN

"On Sports, Spectators and Education"

POST GAME NOTES

ASSESSMENT, STUDENT LEARNING, AND ACCREDITATION

…These all sound good, but what do they mean to us?

Assessment is a process that focuses on student learning,
a process that involves reviewing and reflecting
on practice as academics have always done,
but in a more planned and careful way.
Assessment is the systematic collection,
review and use of information about educational programs
undertaken for the purpose of improving
student learning and development.
    ~Palomba & Banta, 1999

This document was compiled to provide you with support information regarding assessment, student learning and accreditation in an informative, user-friendly format that complements the material outlined in the Student Affairs Assessment Workbook.

WHY ASSESS IN STUDENT AFFAIRS?[1]

Lots of reasons…
    Survival
    Quality
    Affordability
    Strategic Planning
    Policy Development and Decision Making
    Politics
    Accreditation

National pressures on higher education institutions to demonstrate their effectiveness are continuing to mount. State legislatures and governors, the federal government, the general public, and students and their families are asking tough questions. What is your college's contribution to learning? Do your graduates know what you think they know, and can they do what your degrees imply? How do you ensure that? What do you intend for your students to learn? At what level are students learning what you are teaching? Is that the level you intend? What combination of institutional and student effort would it take to get to a higher level of student learning (Marchese, 1990)? Is your college accessible to all qualified students, regardless of gender, race, age, and demographic and background variables? And perhaps most important, as tuition increases at twice the rate of inflation, are students being shut out of education because they cannot afford it, and if they can, are they getting a reasonable return on their considerable financial investment (Upcraft, 1999)? We can no longer ignore these questions. Assessment helps us answer them in more systematic and valid ways.

SURVIVAL
Nationally, Student Affairs is under considerable pressure to demonstrate its importance and worth. In an era of declining resources and increased competition for what precious few resources there are, student affairs has come under the institutional financial microscope. Questions range from quality and efficiency to the ultimate question: Do we really need this

service or program? So the first answer to the question, "Why assessment in student affairs?" is *survival.*

QUALITY
Although survival may be the primary motivator for assessment in student affairs, there are other equally valid reasons to assess. Even if it is demonstrated that student services and programs are essential and needed, a second question is, "Are they of high quality?" Assessment can be a powerful tool in linking goals to outcomes, helping define quality, and determining if quality exists in student affairs. We strongly believe that a fundamental responsibility of student affairs is to provide services, programs, and facilities that are of the highest quality. Assessment can help determine if we have been successful in fulfilling that responsibility.

AFFORDABILITY
A third reason for assessment is to gauge affordability and cost effectiveness. The question faced goes something like this: "Sure, this program [or that service] is needed, and there is evidence of its quality, but in an era of declining resources, can we afford it? Can we continue to fund it at current levels? Can we afford it at all?" Decisions to eliminate services and programs based on their affordability may have to be made, but other affordability questions abound. Might it be less expensive to outsource this service or program? Are there other ways of providing the same service or program less expensively? Can this service or program generate income from fees? Can this service do more with less, or less with less? And how do we know? Unfortunately, these decisions are often made without adequate assessment, in part because there are few, if any, cost effectiveness models used in student affairs.

STRATEGIC PLANNING
Strategic planning, according to Baldridge (1983), examines the big issues of an organization: its mission, purpose, long-range goals, relationship to its environment, share of the market, and interactions with other organizations. Since many higher education institutions are seriously committed to strategic planning, it is important for student affairs to be an active and effective participant in this process. Assessment contributes to strategic planning by helping to define goals and objectives and pointing to critical issues or problems that must be resolved successfully if the organization is to achieve its goals. Assessment is especially important in the early phases of strategic planning to identify strengths, weaknesses, and opportunities for the future. It is also critical in the later stages of planning, when evaluation of policies and programs occurs.

POLICY DEVELOPMENT AND DECISION MAKING
What evidence do we have to help us make a decision, develop, or revise a policy? Assessment can provide systematic information that can be critical in helping policymakers and decision makers make valid judgments about policy, decide on important issues, and make decisions about resource allocations. Making these kind of judgments based on systematic information is important not only within students affairs; it is also important to help student affairs influence policies and decisions within the institution and with stakeholders outside the institution, such as boards of control, legislatures, graduates, and the general public.

POLITICS
Assessment may be necessary for political reasons. Sometimes we must do assessment because someone or some institution of importance wants some information, which makes it politically important to produce. It may be the president of the institution, a faculty-governing group, an

influential board of control member, an outspoken legislator, or an influential graduate. We must also be concerned about the political impact of assessment findings. As we stated earlier, all assessment is political; thus, assessment investigators must be attuned to the impact of their studies from the moment an assessment idea emerges. If one of the purposes of assessment is to influence policy and practice, then the political context within which decisions are made must be accounted for in the assessment process.

ACCREDITATION
According to the Commission on Higher Education's *Characteristics of Excellence in Higher Education* (1994), one of the criteria for accreditation is outcomes or institutional effectiveness: "The deciding factor in assessing the effectiveness of any institution is evidence of the extent to which it achieves its goals and objectives. The process of seeking such evidence and its subsequent use helps to cultivate educational excellence. One of the primary indications of the effectiveness of faculty, administration, and governing boards is the skill with which they raise questions about institutional effectiveness, seek answers, and significantly improve procedures in the light of their findings" (p. 16). This moves assessment from the "nice to have if you can afford it" category to the "you better have it if you want to stay accredited" category. Student Affairs is expected to be an active participant in the accreditation process and therefore is required to contribute assessment evidence to this process.

CLOSER TO HOME
For many years Student Affairs programmed and served students based on campus traditions or current needs with student satisfaction being the driving force versus student learning. Things have changed with new levels of accountability, funding challenges, and attention toward the end product of the student's development.
Among the public's many expectations of higher education, the most basic is that students will learn, and in particular, that they will learn what they need to know to attain personal success and fulfill their public responsibilities in a global and diverse society. Student learning is central to all higher education organizations; therefore, these organizations define educational quality--one of their core purposes--by how well they achieve their declared mission relative to student learning. A focus on achieved student learning is critical not only to a higher education organization's ability to promote and improve curricular and co-curricular learning experiences and to provide evidence of the quality of educational experiences and programs, but also to fulfill the most basic public expectations and needs of higher education.[2]

The purpose of all Student Affairs assessment activities at the University of Oklahoma is to carefully examine the services and programs as they relate directly or indirectly to student learning as well as the reasons listed above. The processes of assessment and accreditation help us address WHY WE DO WHAT WE DO, answer ARE WE DOING WHAT WE SAY WE ARE DOING, share WHAT WE ARE DOING as well as help us to BETTER SERVE students.

A FOUNDATION OF PRACTICE
Many Student Affairs staff members are entering the assessment process at various levels of experience and expertise. To help get everyone on the same page it is important to get an overview of the key documents that provide the foundation for the Student Affairs profession as well as recent changes in our approach to practice.

The Student Personnel Point of View (1937)[3]
Published after a two-day conference of the American Council on Education, this landmark

report clarifies the field of student personnel work and the relationship of student personnel work to other administrative and instructional functions.

The Student Personnel Point of View (1949)[3]
A revision of the report that presents a new formulation of the philosophical basis for student personnel work and details the elements in a comprehensive institutional program.

Bloom's Taxonomy of Learning Domains (1956)[4]
With a focus on student learning outcomes, within the workbook you will be utilizing Bloom's (1956) Taxonomy of Learning Domains, which indicates that there is more than one type of learning. A committee of colleges, led by Benjamin Bloom, identified three domains (or categories) of educational activities:
- Cognitive: mental skills (Knowledge)
- Affective: growth in feelings or emotional areas (Attitude)
- Psychomotor: manual or physical skills (Skills)
This taxonomy of learning behaviors can be thought of as "the goals of the college education process." That is, after the program and/or educational experience the learner should have acquired new skills, knowledge, and/or attitudes.

A Perspective on Student Affairs (1987)[5]
On the 50th anniversary of the 1937 statement, the American Council on Education applauded the National Association of Student Personnel Administrators (NASPA) for offering this Statement. Its purpose was to present a perspective on what the higher education community could expect from student affairs. The document provided a review of the development of student affairs as an integral part of American higher education. A perspective on higher education is presented which emphasized the changes in students and institutions which influenced the educational environment. Student affairs professionals hold a set of assumptions and beliefs which shape their work. These points of view were discussed and provided the foundation for the role of student affairs in an institution. Finally, specific expectations for student affairs professionals were presented.

Student Learning Imperative: Implications for Student Affairs (1994)[6]
Creating learning environments and learning experiences for students has always been at the heart of student affairs work. The Student Learning Imperative (American College Personnel Association) asked us to embrace the current challenges as an opportunity to affirm our commitment to student learning and development. As a first step in that direction, the Student Learning Imperative articulated the need for an emphasis on student learning and the value of student affairs educators working collaboratively with students, faculty, academic administrators, and others.[7]

NASPA's Reasonable Expectations (1995)[3]
This paper discusses what institutions and students can reasonably expect from one another to enhance learning productivity. Expectations are divided into five areas. For each of these areas, a pair of complementary propositions is presented expressing the reciprocal expectations of institutions and students followed by questions to help determine whether these expectations are being met.

Principles of Good Practice for Student Affairs (1998)[3]
A joint effort between NASPA and the American College Personnel Association (ACPA), this document outlined seven principles of good practice for student affairs, along with inventories designed to offer student affairs educators another tool to use in the creation of positive learning environments for students.

Powerful Partnerships: A Shared Responsibility for Learning (1998)[8]
This report outlines 10 principles about learning and how to strengthen it. Each principle is illustrated by a set of exemplary cooperative practices between student and academic affairs in order to promote higher student achievement.

Learning Reconsidered: A Campus-Wide Focus on the Student Experience (2004)[9]
Learning Reconsidered defines *learning* as a comprehensive, holistic, transformative activity that integrates *academic learning* and *student development*; processes that have often been considered separate, and even independent of each other. The publication re-examines widely accepted ideas about conventional teaching and learning and questions whether current organizational patterns in higher education support student learning and development in today's environment. This landmark publication builds upon historical student affairs statements that focus on student affairs as a profession and is a critical resource for every student affairs professional.

Learning Reconsidered 2: Implementing a Campus-Wide Focus on the Student Experience (2006)[10]
Learning Reconsidered 2 is a blueprint for action. It shows how to create the dialogue, tools, and materials necessary to put into practice the recommendations in Learning Reconsidered. This companion book brings together new authors, discipline-specific examples, and models for applying the theories in the original publication to move beyond traditional ideas of separate learning inside and outside the classroom. Editor Richard Keeling states, "It amplifies the original publication in two ways: first, by reporting the actual experience of student affairs educators who have developed and assessed learning outcomes, found points of collaboration across campus, or identified new ways to link their work to learning activities, and second, by exploring in greater depth how the ideas and concepts in Learning Reconsidered can support all campus educators in finding ways to use all the resources in the education and preparation of the whole student."[10] (Published by ACPA, ACUHO-I, ACUI, NACADA, NACA, NASPA, and NIRSA, 2006.)

CAS Standards (2008)
The Council for the Advancement of Standards in Higher Education (CAS) has been the pre-eminent force for promoting standards in student affairs, student services, and student development programs since its inception in 1979. For the ultimate purpose of fostering and enhancing student learning, development, and achievement and in general to promote good citizenship, CAS continues to create and deliver a dynamic and credible Book of Professional Standards and Guidelines and Self-Assessment Guides that are designed to lead to a host of quality-controlled programs and services. These standards respond to real-time student needs, the requirements of sound pedagogy, and the effective management of more than 30 functional areas, consistent with institutional missions.[11] Each director has been provided a copy of the CAS Standards relevant for their service area.

A CAS standard is an essential guideline that must be followed in order for a program to be considered compliant with CAS. Compliance with these standards designates a program as meeting certain criteria and providing tangible evidence about program effectiveness and functioning. CAS has developed functional standards and guidelines in 34 areas as outlined in the 2006 Book of Professional Standards for Higher Education:

- Academic Advising
- Admission Programs
- Alcohol, Tobacco, and Other Drug Programs
- Campus Activities Programs
- Campus Information and Visitor Services
- Campus Religious and Spiritual Programs
- Career Services
- Clinical Health Programs
- College Honor Societies
- College Unions
- Commuter and Off-Campus Living Programs
- Conference and Events Programs
- Counseling Services
- Disability Support Services
- Distance Education Programs
- Education Abroad Programs and Services
- Financial Aid
- Fraternity and Sorority Advising Programs
- Health Promotion Programs
- Housing and Residential Life Programs
- International Student Programs
- Internship Programs
- Learning Assistance Programs
- Lesbian, Gay, Bisexual, and Transgender Programs
- Multicultural Student Programs and Services
- Orientation Programs
- Outcomes Assessment and Program Evaluation
- Recreational Sports Programs
- Registrar Programs and Services
- Service-Learning Programs
- Student Conduct Programs
- Student Leadership Programs
- TRIO and Other Educational Opportunity Programs
- Women Student Programs
- Master's Level Student Affairs Administration Preparation Programs[12]

With knowledge of the documents mentioned above as well as the material presented in this guide you will better understand the foundation of the student affairs profession and be able to access these resources for future reference.

A LITTLE MORE IN DEPTH:
FOLLOWING ARE SUMMARIES OF TWO KEY DOCUMENTS PREVIOUSLY
MENTIONED

STUDENT LEARNING IMPERATIVE (1994)[6]

The Student Learning Imperative was intended to stimulate discussion and debate on how
student affairs professionals can intentionally create the conditions that enhance student learning
and personal development. It is based on the following assumptions about higher education,
student affairs, and student development:

- Hallmarks of a college educated person include: (a) complex cognitive skills such as
  reflection and critical thinking; (b) an ability to apply knowledge to practical problems
  encountered in one's vocation, family, or other areas of life; an understanding and
  appreciation of human differences; (c) practical competence skills (e.g., decision making,
  conflict resolution); and (d) a coherent integrated sense of identity, self-esteem,
  confidence, integrity, aesthetic sensibilities, and civic responsibility.

- The concepts of "learning," "personal development," and "student development" are
  inextricably intertwined and inseparable. Higher education traditionally has organized its
  activities into "academic affairs" (learning, curriculum, classrooms, cognitive
  development) and "student affairs" (co-curriculum, student activities, residential life,
  affective or personal development). However, this dichotomy has little relevance to post-
  college life, where the quality of one's job performance, family life, and community
  activities are all highly dependent on cognitive and affective skills. Indeed, it is difficult
  to classify many important adult skills (e.g., leadership, creativity, citizenship, ethical
  behavior, self-understanding, teaching, mentoring) as either cognitive or affective. And,
  recent research shows that the impact of an institution's "academic" program is mediated
  by what happens outside the classroom. Peer group relations, for example, appear to
  influence both affective and cognitive development. For these reasons, the terms
  learning, student development, and *personal development* are used interchangeably
  throughout this document.

- Experiences in various in-class and out-of-class settings, both on and off the campus,
  contribute to learning and personal development. Indeed, almost any educationally
  purposeful experience may be a precursor to desired outcomes. However, optimal
  benefits are more likely to be realized under certain conditions, such as active
  engagement and collaboration with others (faculty, peers, co-workers, and so on) on
  learning tasks.

- Learning and personal development occur through transactions between students and
  their environments broadly defined to include other people (faculty, student affairs staff,
  peers), physical spaces, and cultural milieus. Some settings tend to be associated with
  certain kinds of outcomes more so than others. For example, classrooms and laboratories
  emphasize knowledge acquisition among other things while living in a campus residence,
  serving as an officer of a campus organization, or working offer opportunities to apply
  knowledge obtained in the classroom and to develop practical competencies.
  Environments can be intentionally designed to promote student learning. For example,
  students learn more when faculty use effective teaching techniques and arrange
  classroom space to promote interaction and collaboration; similarly, when student affairs

staff discourage students from spending time and energy on non-productive pursuits, and encourage them to use institutional resources (e.g., libraries, student organizations, laboratories, studios), to employ effective learning strategies (e.g., study time, peer tutors), and to participate in community governance and other educationally-purposeful activities, students learn more. Institutional and student cultures also influence learning; they warrant attention even though they are difficult to modify intentionally.

- Knowledge and understanding are critical, not only to student success, but also to institutional improvement. To encourage student involvement in learning tasks, thereby improving institutional productivity, the outcomes associated with college attendance must be assessed systematically and the impact of various policies and programs on learning and personal development periodically evaluated.

- Student affairs professionals are educators who share responsibility with faculty, academic administrators, other staff, and students themselves for creating the conditions under which students are likely to expend time and energy in educationally-purposeful activities. They endorse talent development as the over-arching goal of undergraduate education; that is, the college experience should raise students' aspirations and contribute to the development of skills and competencies that enable them to live productive, satisfying lives after college. Thus, student affairs programs and services must be designed and managed with specific student learning and personal development outcomes in mind.

Learning Reconsidered: *A Campus-Wide Focus on the Student Experience* was released in 2004 by the National Association of Student Personnel Administrators (NASPA) and the American College Personnel Association (ACPA). The impact of this publication is as dramatic and deep as a rock tossed into a still pond, and as the ripples radiate out they are impacting student activities. This new philosophy will likely influence student life for years to come, and may very well change the way you approach your job in student affairs.

If you are unfamiliar with Learning Reconsidered, here is a too-brief summary: Learning is a comprehensive, holistic, and transformative activity which integrates both academics and student development. Essentially, learning in higher education is not about content (learning facts), but about personal development (learning to think and application of knowledge). Learning Reconsidered calls for the utilization of the entire campus experience, and the collaboration of "all campus educators" (www.LearningReconsidered.org) towards this goal.

What does this mean to student activities? Quite simply, it calls for a change in philosophy, content, and delivery of activities. Truly, it is a return to student activities as a "co-curricular" learning opportunity instead of an "extra-curricular" event. (See "Campus Collaboration: Integrating the College Mission into Programming" in Student Activities Journal, February, 2005).

The Philosophy of Student Activities

Consider the call for collaboration of "all campus educators." That, of course, includes you. You are a campus educator, whether you realize it or not. I believe that Student Affairs personnel are frequently undervalued by their academic colleagues, who often see student activities professionals as akin to camp counselors or "Julie" from the Love Boat television series. Perhaps some of you believe this yourselves, and view your job on campus to provide a diversion and release from the pressures of campus academics. Ask yourself this question: "Am I as important to this campus as a Math or English professor?"

According to Learning Reconsidered: Yes, you are.

Student Activities should be far more than stress relief, far more than just entertainment on campus. Student Activities should reinforce classroom learning. But more importantly, Student Activities should provide additional learning opportunities that are not available in the classroom. Student Activities should be a full partner in the comprehensive, holistic, transformative activity of learning.

Understanding your role in learning may call for you to reassess your attitude about yourself and your responsibilities. You must realize that you are a vital part of campus learning. The programs you present should foster the personal development of students, and the transformation of these students into adults who will continue to learn and integrate that knowledge into their daily lives.

You must become the campus expert in the area of Student Development. It's likely you already are, whether you realize it or not.

The Content of Student Activities

Does a more emphatic embrace of this new philosophy of student activities call for a change in

content? Not totally, although you will find yourself looking at all of your programs and evaluating their academic content. Consider your current programs. Some of them fit perfectly into the Learning Reconsidered concept.

You know that any lecturer you bring to campus-- no matter how entertaining the program-- is there for a more important educational purpose. Lecture programs seek to enlighten. The presenters you bring to campus are experts in sharing their knowledge and point of view. They may do it in a funny, fresh, or exciting way, or they may be boring. Regardless, they are really there to educate.

Consider some of your music programming, especially if you present classical, jazz, or blues on campus. These programs provide a cultural content which your students will be unlikely to find anywhere else. This really applies to any musical genre which is considered out of the mainstream. While your students may hear recordings of this music on radio or television, they are unlikely to witness a live performance anywhere else but on your campus.

However, some of your programs might need to be modified to support the concept of holistic learning. As an example, many campuses present a film series for their students. Unfortunately, these film series are often the same blockbuster movies that were just shown at the cineplex at the local mall. A campus film series should be more than just second-run movies.

Contemplate a film series of important historic films. Your students need to see "Citizen Kane" far more than they need to see the latest Adam Sandler film. You should show important documentary films, or the foreign films which are rarely shown by commercial theaters. Collaborate with the faculty in your Mass Communications Department and put together a film series that supports learning – not just entertainment.

The Delivery of Student Activities
In embracing the Learning Reconsidered concept, you may need to take another look at the way you present your activities. You know that learning is taking place. Are there ways you can change the presentation to increase the retention of knowledge and to improve the educational outcome of the program?

Again, consider the difference between a "co-curricular" learning opportunity instead of an "extra-curricular" event. What can you do to increase the academic value of the program to your students?

Dave Leenhouts, Director of Student Life at Coastal Georgia Community College, uses a concept he calls "Reflection 1101." In essence, it consists of a group or audience discussion held immediately after an event. But the purpose is not to critique the performance, but rather to discuss the content of the performance. Imagine watching a film, enjoying a comedian, or marveling at an illusionist, and then having a lively discussion following the show. That would certainly allow for a better understanding of the content, and an integration of that content into your students' thought processes.

Consider having a professor or other expert lead the discussion, especially if that person has good teaching and critical thinking skills. They may be able to contribute another point of view. And use your experience as a campus activities expert to increase attendance and participation:

you might try the old stand-by of free food following the performance or event to hold your audience. You know they will stay for pizza.

Understand that not everyone will want to participate, at least not at first. But you may be surprised at the response from your students, especially if the content is controversial or challenges established standards. You may find them staying longer and discussing more than you expected.

Like a Guided Tour
If you've ever had a guided tour of a city or museum, then you understand how a docent can turn a simple experience into a remarkable learning opportunity. It is one experience to walk through a museum unattended, reading the displays and looking at the exhibits. It is a totally changed-- and dramatically improved-- experience to be guided and informed by an expert in the process.

I remember going to the Salvador Dali Museum in St. Petersburg, Florida, walking around being stunned and overwhelmed by these great works of art. However, when I took a guided tour, I began to realize how much I had missed during my first look. The guide pointed out small details in the paintings that I had missed; she explained the symbolism of the objects and subjects of the paintings; and, she gave the historical, cultural, and biographical background I needed to better understand these remarkable works of art.

In the same way, having a contemplative discussion of a program's content following the presentation on your campus. Guided, reflective discussion is one important way to maximize the learning that occurs at your programs.

Seven Student Outcomes
Learning Reconsidered calls for "transformative learning." This concept leaves behind the idea of learning as simply the transfer of knowledge, and embraces the development of the whole student.

To this end, Learning Reconsidered suggests seven learning outcomes that students should achieve. These outcomes relate directly to Student Activities, especially the model of co-curricular programming. Let's consider them individually, and address the role of activities in producing this outcome.

Outcome Number One: Cognitive Complexity
Cognitive complexity is the development of critical thinking skills. The growth of reflective thinking, effective reasoning, and intellectual flexibility are all prime examples of cognitive complexity. This may be the basis of the liberal arts education: teaching students how to think.

Certainly traditional classroom teaching, accompanied by readings and discussions, seek to produce cognitive complexity. On many campuses, this outcome is also reinforced through "living learning communities" in residence halls. Many schools also offer the opportunity to study abroad, also helping to achieve cognitive complexity. Development of intellectual capacity and cognitive complexity is the hallmark of higher education.

Consider the student activities programs that assist in the development of cognitive complexity. You can present programs that expose your students to new ideas, programs that make the

cognitive gears turn. That would include programs such as lectures on current topics of importance. Consider presenting debates or other issue-oriented programs. These don't necessarily need to be expensive celebrity speakers-- faculty members may also be effective in presenting a discussion of topical issues such as global warming.

Presenting documentary films is another excellent way to promote critical thinking skills. Whether you show controversial films such as "An Inconvenient Truth" or "Fahrenheit 9/11," popular films such as "March Of The Penguins," or film classics such as "Nanook of the North," the documentary film is an important contemporary educational art form. Exposing students to documentaries can enhance reflective thought.

You may also want to consider using some of the touring popular live game shows. Most of these programs call for critical thinking, and are favorite programs for students. Some of these game show programs can be customized for your campus, and often have a variety of subjects from which you can select.

Consider some of your music programming, especially if you present classical, jazz, or blues on campus. These programs provide a cultural content which your students will be unlikely to find anywhere else. This really applies to any musical genre which is considered out of the mainstream. While your students may hear recordings of this music on radio or television, they are unlikely to witness a live performance anywhere else but on your campus. Exposure to these musical forms expands critical thinking.

Another means of producing reflective thinking and effective reasoning skills is through campus advocacy groups. If your school has a student-driven LGBT awareness program, or other diversity programs, then you are fostering cognitive complexity. The same with cultural advocacy groups such as a Latino Student Union.

The reach of student activities actually extends even further in developing cognitive complexity. Your student Judicial Board, frequently assigned to the Student Activities office, is an excellent means of producing cognitive complexity. In a similar way, students working with the campus media also gain this learning outcome. Whether it's the campus newspaper, radio station, closed circuit cable or broadcast television station, students engaged in operating the campus media have an extraordinary opportunity to expand and develop their cognitive complexity.

Outcome Number Two: Knowledge Acquisition, Integration, and Application
Knowledge Acquisition, Integration, and Application is both gaining and utilization of knowledge. Understanding knowledge from a range of disciplines is acquisition; connecting knowledge to other knowledge, ideas, and experiences considered integration; and, relating knowledge to daily life is application. An additional result of this outcome is the pursuit of lifelong learning, that love of learning we should all seek.

One of your goals in programming should be to integrate student classroom learning into the facilitation of activities. We're talking about combining co-curricular learning and experiential learning.

The most basic way of implementing this outcome is with your programming board. Assign tasks to your board members that both utilize and enhance their classroom curriculum. Your

business majors in accounting should be dealing with the programming board budget. Your marketing majors should be developing the promotion and advertising for your programs. These examples enable your students to apply the knowledge they've gained in the classroom in another area, giving them an opportunity to both integrate and apply the knowledge they've gained.

Consider also utilizing your faculty with this outcome. Invite your marketing professors to teach your publicity committee how to succeed. Ask mass communication professors to help your board create a worthy film series. Reach out to your faculty, and include them in your teaching and learning.

Also, special teams and activities contribute to this learning outcome. Whether it is participation in a "Model United Nations" program, "Brain Bowl," or other team competitions, these sorts of programs lead to knowledge acquisition and application. Campus literary magazines also foster knowledge acquisition, integration, and application. A number of other arts-based clubs and groups do, too, such as drama and theater organizations, dance and performing arts groups, along with music groups and choirs, encourage the use of knowledge often gained in a classroom in a non-classroom setting.

Outcome Number Three: Humanitarianism
Humanitarianism is the understanding and appreciation of human differences, cultural competency, and social responsibility. Through these academic terms comes a concept that many programmers have been at the vanguard for decades: celebrating diversity.

You know how your programs celebrate diversity. Plan more opportunities for student activities to both reflect and explain the diversity of cultures on your campus. Present festivals, which display the culture and heritage of your international students, allow all your students to gain a better understanding of those cultures. You can include that most common of all bonds: food. As your students learn about other countries and peoples, they gain a true insight into their culinary history. Think about how related food and culture are. Don't all cultures celebrate with a feast or banquet?

Consider bringing in international artists to perform. You can often find grant support from arts organizations for such programs, so it can be very cost effective. Likewise, you can present programs of visual arts, featuring international artists.

Be sure you consider all types of diversity. This included ethnic and racial diversity, religious diversity, and more. Consider, too, identity diversity such as GLBT programs. Helping students to understand about different people is teaching them to appreciate the human race. You should foster a respect for the differences among students at your school.

Of course, you are already doing more than just presenting a festival or programs about different cultures. There are so many other programs that you do on campus that develop humanitarianism. International studies, studying abroad, and exchange programs have long targeted humanitarianism. And consider this: interdisciplinary courses presented by your campus often develop humanitarianism. Remember those courses that you took in college which included the study of great literature and art from a specific culture? What was it called? Of course -- Humanities.

Outcome Number Four: Civic Engagement
Civic Engagement is the commitment to public life, and a sense of civic responsibility. This includes encouraging "communities of practice"-- an academic term for what we would call a service club or organization. It would also include engaging in principled dissent, that is, learning to disagree on principals and ideas in a civil manner, which is a powerful concept endangered in the modern world.

You are already developing civic engagement. Your students probably build houses for Habitat for Humanity. They go on Alternative Spring Break trips to help rebuild New Orleans and the Mississippi coast. They walk in the Relay for Life for the American Cancer Society. They might hold a dance marathon for a children's hospital. Many students are actively engaged in their community.

Consider organizing additional campus service projects. While Habitat for Humanity does a wonderful job in building houses and communities, there are other worthy options. An organization called "Love Works" takes volunteers to rehab existing but substandard housing, adding wheelchair ramps for elderly homeowners, and more. Create food drives, voter registration drives, anything that promotes students to reflect on their responsibilities to the world at large.

But there are many other areas that contribute to civic engagement. Student governance groups-- in all their incarnations-- develop civic engagement. Student Government Association, Residence Hall Association, Commuter Student Association, even leadership roles in campus clubs and organizations encourage civic involvement and responsibility. Include service on student judicial boards, too. How about neighborhood involvement, such as serving on the PTA at their local school (don't forget non-traditional students)? Even sports clubs and intramural teams lead to civic engagement.

You are also likely to have an emerging leaders program on campus. You may present a leadership development program series, or even hold a leadership conference. This all works towards reaching the civic engagement outcome.

Student protests on campus, like it or not, are a clear indication of civic engagement. Perhaps you can soften the reaction of the administration to your campus protesters if you point out that they are actually demonstrating a mastery of the civic engagement outcome as called for in Learning Reconsidered!

Consider using touring artists who advocate service projects and causes. You will find that many artists will give you a discounted fee in exchange for the opportunity to support a cause they believe in.

Outcome Number Five: Interpersonal & Intrapersonal Competence
Interpersonal & Intrapersonal Competence is the development of personal attributes such as identity, self-esteem, confidence, ethics and integrity. It also includes the development of meaningful relationships, and the ability to work with others.

Once again you will find student activities on the cutting edge of this outcome. Every time you present a motivational speaker, you are teaching in interpersonal and intrapersonal competence

by teaching students to set and achieve goals. Your students are developing their own sense of values and integrity from these programs. Your leadership retreats do more than teach your student leaders the campus procedures on room reservations and food service. They help your students learn to work with others students, and lead to the development of meaningful relationships.

When your students work together on your program board, and are certainly gaining in interpersonal and intrapersonal competence. They are gaining self-confidence and self-esteem. They are learning ethics and integrity. It's really another fine example of experiential learning on your program board.

There are also so many paraprofessional positions on campus which develop these competencies. Residence hall assistants, peer tutors, orientation leaders, and all those work-study jobs promote the development of interpersonal and intrapersonal competence.

Teaching your students to work together, to cooperate, to delegate, and to complete their assigned tasks are all excellent ways to facilitate this important outcome.

Outcome Number Six: Practical Competence
Practical Competence is, in many ways, life skills. The importance of managing your personal affairs, health, and wellness cannot be overrated. Effective communication and vocational competency are truly the fundamentals of a satisfying life.

Understanding and implementing economic self-sufficiency is a skill that will be utilized throughout the life of a student. Practical competence also includes such things as prioritizing one's leisure pursuits that includes knowing when to put down the Wii controller, or walk away from the Xbox.

Some examples of programs that improve practical competency include wellness programming and health fairs. First Year Experience (FYE) programs are also prime examples, teaching everything from balancing a checking account to using the library.

Other good examples of these programs are such things as club sports and recreational programs. Learning to enjoy exercise and fitness programs contributes to a healthy life far past the college years. Even such offerings as food service programs which encourage healthy eating, and offer a diverse menu, can result in improved practical competence.

Consider other opportunities to enhance practical competence with your programs. There are many excellent speakers on finances and fiscal matters for students, addressing the pitfalls of credit card debt, student loans, and poor credit. Look at bringing in speakers on alcohol and drug abuse, as you are likely aware of the prevalence of binge drinking and recreational drug use on most campuses. Even suicide awareness programs would be beneficial in learning these practical, real-world skills.

Outcome Number Seven: Persistence and Academic Achievement
Persistence and Academic Achievement include managing the college experience to produce personal and academic success. This leads logically to academic goal success, such as attainment of the degree or certification sought by the student. And, while Learning Reconsidered does not

view matriculation as the ultimate measure of success in learning, we all know that graduation and academic achievement do play an important role in student success.

There are many opportunities for your student activities office to contribute to this outcome. The experiential learning your programming board is gaining is a powerful example of both persistence and achievement. Honoring board members who maintain a high GPA is another opportunity to encourage academic achievement.

You might consider sponsoring bridge programs and peer mentoring, both leading to enhanced academic performance. Promoting faculty and staff mentoring can contribute to improving student retention and result in better learning.

There are many other occasions for you to enhance this outcome. There are many lecturers and speakers who address learning skills and retention, testing skills, and much more. Motivational programs to inspire degree completion are another means of increasing academic goal attainment.

Consider also support groups who work with returning and non-traditional students, and programs that encourage academic persistence. And reach out in other ways with your programming, perhaps providing parenting programs and child care services. These programs, aimed at your non-traditional students, will go a long way towards increasing students' persistence. The increase in academic achievement will be a result of your programming efforts.

Presenting Holistic Programs
What Learning Reconsidered says about your activities programs is simple, straightforward and to the point: you should be enhancing holistic learning on your campus. Consider it a challenge to you, the campus expert on student development, to craft, hone, and create programs which lead to the transformation of students on your campus.

You need to practice Intentional Programming. Plan your activities and events like it is a curriculum. Seek out programs that encourage collaboration between your students, faculty, and staff. Add a reflective component to your programs, to enhance the learning opportunity of every program you present. Bring in artists, speakers, and special events that contribute to the seven learning outcomes discussed.

Learning is a comprehensive, holistic, and transformative activity which integrates both academics and student development. It calls for a change in philosophy, content, and delivery of activities. Learning Reconsidered calls for the utilization of the entire campus experience, and the collaboration of "all campus educators." First and foremost, that includes the Office of Student Activities.

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MISSION STATEMENT AND GOAL PLANNING

Coming together is a beginning.
Keeping together is progress.
Working together is success.
     ~Henry Ford

A **mission statement** defines an entity's reason for existence through expressing the principal focus, values, and purpose. Mission statements express the philosophies and goals of the department or division as well as the constituents served in addition to unifying its employees. Without a mission statement, no point of destination is defined for the organization and no course of travel developed as to how to reach the destination. Further, the division or department has no means to verify that it is on its intended course or has a firm foundation for the future without a mission statement.

Some departments may prefer to use the term "vision statement" in lieu of mission statement. For the purposes of Student Affairs Assessment, the appropriate term is mission statement as it is the standard for our profession as defined by the Council for the Advancement of Standards in Higher Education.

Mission statements for departments in Student Affairs should be approximately 25 words. *Mission documents* that further explain the role of the department will explain what is not explicitly said in the mission statement. These documents should include the goals and any other departmental philosophies that may be appropriate or that may be desired to present to constituents. Departments are not required to turn in mission documents. Developing mission documents for internal use may be beneficial to the department as they can easily and quickly summarize why you do what you do and the benefit of those actions to the university community.

DEVELOPING A MISSION STATEMENT

The steps to developing a mission statement are easily conveyed, but sometimes challenging to achieve. In Student Affairs, we do so many things every day that putting those different roles into 25 words may seem impossible. For this reason, it is important to think in broad terms. Some helpful steps to consider include:

1. Who is going to be involved in writing the mission statement? Collaborative efforts are recommended. Writing a mission statement is a good opportunity to build departmental cohesiveness.
2. What is the timeline for which it should be completed? Set appointments for your mission statement discussions so that it does not get lost in the daily shuffle.
3. Who is your target audience? Students? Parents? Alums? You must determine whom to address in order to put the words together.
4. What words best describe your department and your devotion to your constituents? This is a great time to brainstorm. Here are a few to help you get started:

Connect	Dedicated	Diversity
Empower	Enrich	Exceed

Growth	Integrity	Life-long
Opportunities	Prosperity	Strength
Success	Support	Value

5. Put it together. Your words and your passion for the role your department takes within the university enriches the collegiate experience.[1]

GOALS

Departmental or divisional goals are narrower than mission statements. They are general statements about the strategic direction of the department. They are written in broad terms and, usually, are not measurable. They are used to coordinate the programs and services in a way that they are reflective of long-term priorities. It is important to distinguish in the mission documents that the goals are separate from the department's actions.

For example, on February 25, 2009, Kevin Carey in *The Chronicle for Higher Education* reported that President Obama asserted that by 2020, America will have more college graduates by proportion than any other country in the world and "That is a goal we can meet." Developing more college graduates is definitely a broad goal and many different actions may be implemented to achieve the goal. The actions move the department or program forward. You may be familiar with developing S.M.A.R.T. personal goals. These same characteristics of personal goals can be used in the development of departmental actions. Departmental actions must be

Specific,

Measurable,

Attainable,

Realistic, and

Timely.

Actions or strategies should be specific or straightforward. Consider this in the model as the what, why, and how. That is, what you are going to do. Why it is important and how you are going to do it. The next step is to determine how you are going to measure the impact of the action. Actions should also be attainable, realistic, and within a set amount of time. From our actions, come the foundation for learning and programming outcomes.

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[1]Adapted from Jeffrey Abrahams' 101 Mission Statements from Top Companies, 2007.

OUTCOMES BASED ASSESSMENT

The purpose of universities is not to grant degrees;
our mission is higher learning… A focus on learning as
a shared, common purpose unifies us as educators.
~Richard P. Keeling, M.D.

WHY SHOULD WE DEVELOP OUTCOMES?

Over the past few decades, the profile of American college students has changed dramatically. A much higher proportion of American high school graduates now has access to college and the students we see at the University of Oklahoma are much more diverse than ever before. More and more students are not just students anymore; many of their responsibilities, commitments, and communities are found off campus. Additionally, our understanding of the educational process, and of learning itself, has also changed. We no longer believe that learning is the result solely of teaching in the classroom, or that students do, or should, simply absorb material presented in lectures and textbooks. The new concept of *learning* recognizes that students must be engaged wholly and fully with the learning environment. Student learning should produce both educational and developmental outcomes. Programming should have transparent outcomes that are measurable and achievable.

Our society expects colleges and universities to graduate students who can get things done in the world and are prepared for effective and engaged citizenship. The need to identify the goals and effects of a college education has produced demands for, and commitments to, specific learning outcomes. Student Affairs is integral to the learning process because of the opportunities it provides students to learn through action, contemplation, reflection and emotional engagement as well as information acquisition. For example, every student organization provides learning opportunities for its participants to develop and practice such skills as leadership, time management, collaboration, and goal setting.

It is clear that Student Affairs has a responsibility and platform to promote student learning. It is something we have been doing all along. Learning outcomes simply allow us to link "what we do" with "what they learned." In this light, the services we provide students can be viewed instead as the learning we provide students. Program outcomes provide us with concrete examples and data to "show off" our accomplishments. Outcomes based programs become more focused and clear, our actions more deliberate, and our end result more apparent. As we face shrinking resources and escalating cost, the ability to offer more transparent outcomes that promote student learning and growth promotes Student Affairs as an integral piece of the learning experience.

WHAT IS A PROGRAM OUTCOME?

Program Outcomes are the nuts and bolts of what we do. They incorporate the practical and logistical side of our programming intentions. These goals are not related to the learning that takes place but rather to the structures in place to facilitate learning. For example, program outcomes relate to attendance, program retention rates, or budgetary concerns. They provide the concrete and tangible framework for the program to exist within. The matrix used to track program outcomes for Student Affairs follows.

STUDENT AFFAIRS PROGRAM OUTCOMES

Department/Program Name:		
List desired Program Outcome below:	**Measurement Strategy:**	**Describe results below:**
Housing and Food Services Operations Team will be able to respond to 80% of HousingInfo e-mails within one business days.	*80% response rate, verify through e-mail*	*Actually able to respond to 86% of e-mail within 1 business day, verified through account statistics*

WHAT IS A LEARNING OUTCOME?

Learning outcomes are simply statements that describe how students will be different because of a learning experience. More specifically, learning outcomes are the knowledge, skills, attitudes, and habits of mind that students take with them from a learning experience. It is evidence that a student has *learned*.

The appropriate learning outcome level of complexity is determined by the student's (or group's) developmental capacity. Bridging the gap between the student's current capacity and the capacity needed to achieve the desired outcome is the focus of our practice. Learning outcome assessment, then, is the process of determining whether the skill, ability, or attitude that defines the desired outcome has been achieved.

The task of identifying learning outcomes can seem overwhelming, particularly when establishing outcomes for a broad department or program. The best-known framework for creating outcomes is Bloom's Taxonomy. Bloom's has three categories (or domains) of learning: cognitive, affective (attitudinal), and physical. The cognitive domain provides six progressive levels of knowledge and intellectual skill that are important for writing learning outcomes.

Bloom's Cognitive Domain:

The cognitive domain of Bloom's Taxonomy involves knowledge and the development of intellectual skills. The six major categories, listed in order below, start from the simplest behavior to the most complex. The progression shows that the first one must be mastered before the next one can take place.

Knowledge
Articulate
Define
List
Label
Locate
Identify
State
Reproduce
Arrange
Order
Recall
Relate

Comprehension
Describe
Discuss
Explain
Locate
Recognize
Report
Translate
Classify
Indicate
Review

Application
Demonstrate
Employ
Illustrate
Schedule
Sketch
Use
Apply
Interpret

Analysis
Appraise
Calculate
Debate
Diagram
Differentiate
Relate
Solve
Test
Classify
Experiment
Criticize
Contrast
Compare

Synthesis
Arrange
Assemble
Collect
Compose
Create
Design
Formulate
Organize
Plan
Propose

Evaluation
Appraise
Assess
Choose
Compare
Estimate
Evaluate
Measure
Score
Justify
Select
Predict

The arrow in the Bloom's graph explains the level of difficulty each domain presents to the student. For example, it is generally considered to be easier to articulate a policy than it is to assess one. This framework allows us as practitioners to develop outcomes (using Bloom's verbiage) along a continuum of student development. For instance, first year students may belong on the lower end of the framework and learning outcomes designed for first year students would reflect that placement.

The Council for the Advancement of Standards also provides a series of categories or domains that each CAS standard complies with. Each domain is further divided into sub-categories, or dimensions, of learning. This provides another framework for learning outcomes; each outcome should link back to one of CAS' domains. The worksheet provided allows each department in Student Affairs to assess their learning outcomes in terms of the CAS framework. While writing learning outcomes, please keep the CAS standards and these learning domains in mind.

Council for the Advancement of Standards Learning and Development Outcomes

Integrating CAS And Learning Reconsidered Outcomes

Student Outcome Domains	Dimensions of Outcome Domains	Examples of Learning and Development Outcomes For Each Of The Student Outcome Domains
Knowledge acquisition, construction, integration, and application	(1) Understanding knowledge from a range of discipline	Posses knowledge of human cultures and the physical world; posses knowledge of (a specific) one or more subjects
	(2) Connecting knowledge to other knowledge, ideas, and experiences	Uses multiple sources of information and their synthesis to solve problems knows how to assess diverse sources of information such as internet, text observations, and databases
	(3) Constructing knowledge	Personalizes learning makes meaning from text, instruction, and experience; uses experience and other sources of information to create new insights; generates new problem-solving approaches based on new insights; recognizes one's own capacity to create new understandings from learning activities and dialogue with others
	(4) Relating knowledge to daily life	Seeks new information to solve problems; relates knowledge to major and career decisions; makes connections between classroom and out-of-classroom learning articulates career choices based on assessment of interests, values, skills, and abilities; provides evidence of knowledge, skills, and accomplishments resulting from formal education, work experience, community service, and volunteer experience, for example in resumes and portfolios
Cognitive Complexity	(5) Critical Thinking	Identifies important problems, questions, and issues; analyzes, interprets, and makes judgments of the relevance and quality of information; assesses assumptions and considers alternative perspectives and solutions
	(6) Reflective Thinking	Applies previously understood information, concepts, and experiences to a new situation or setting; rethinks previous assumptions
	(7) Effective reasoning	Uses complex information from a variety of sources including personal experience and observation to form a decision or opinion; is open to new ideas and perspectives
	(8) Creativity	Integrates mental, emotional, and creative processes for increased insight; formulates a new approach to a particular problem
Intrapersonal development	(9) Realistic self-appraisal, self-understanding, and self-respect	Asses, articulates, and acknowledges personal skills, abilities, and growth areas; uses self-knowledge to make decisions such as those related to career choices; articulates rationale for personal behavior; seeks and considers feedback from others; critiques and subsequently learns from past experiences; employs self-reflection to gain insight; functions without need for constant reassurance from others; balances needs of self with needs of others
	(10) Identity development	Integrates multiple aspects of identity into coherent whole; recognizes and exhibits interdependence in accordance with environmental, cultural, and personal values; identifies and commits to important aspects of self
	(11) Commitment to ethics and integrity	Incorporates ethical reasoning into action; explores and articulates the values and principles involved in personal decision-making; acts in congruence with personal values and beliefs; exemplifies dependability, honesty, and trustworthiness accepts personal accountability
	(12) Spiritual awareness	Develops and articulates personal belief system; understands roles of spirituality in personal and group values and behaviors; critiques, compares, and contrasts various belief systems; explores issues of purpose, meaning, and faith

Interpersonal competence	(13) Meaningful relationships	Establishes healthy, mutually beneficial relationships with others; treats others with respect; manages interpersonal conflicts effectively; demonstrates appropriately assertive behavior
	(14) Interdependence	Seeks help form others when needed and offers assistance to others; shares a group or organizational goal and works with others to achieve it; learns from the contributions and involvement of others; accepts supervision and directions as needed
	(15) Collaboration	Works cooperatively with others, including people different from self and/or with different points of view; seeks and values the involvement of others; listens and considers others' points of view
	(16) Effective leadership	Demonstrates skill in guiding and assisting a group, organization, or community in meeting its goals; identifies and understanding the dynamic of a group; exhibits democratic principles as a leader or group members; communicates a vision, mission, or purpose that encourages commitment and action in others
Humanitarian and Civic Engagement	(17) Understanding and appreciation of cultural and human differences	Understand one's own identity and culture; seeks involvement with people different from oneself; articulates the advantages and impact of a diverse society; identifies systematic barriers to equality and inclusiveness, then advocates and justifies means for dismantling them; in interactions with others, exhibits respect and presence dignity of others
	(18) Social responsibility	Recognizes social systems and their influence on people; appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups; participates in service/volunteer activities that are characterized by reciprocity articulates the values and principals involved in personal decision-making;; affirms and values the worth of individuals and communities
	(19) Global perspective	Understands and analyzes the interconnectedness of societies worldwide; demonstrates effective stewardship of human, economic, and environmental resources
	(20) Sense of civic responsibility	Demonstrates consideration of the welfare of others in decision-making; engages in critical reflection and principled dissent; understands and participates in relevant governance systems; educates and facilities the civic engagement of others
Practical competence	(21) Pursing goals	Sets and purses individual goals; articulates rationale for personal and education goals and objectives; articulates and makes plan to achieve long-term goals and objectives; identifies and works to overcome obstacles that hamper goal achievement
	(22) Communicating effectively	Conveys meaning in a way that others understand by writing and speaking coherently and effectively; writes and speaks after reflection; influences others through writing, speaking or artistic expression; effectively articulates abstract ideas; use appropriate syntax and grammar; makes and evaluates presentations or performances; listens attentively to others and responds appropriately
	(23) Technological competence	Demonstrates technological literacy and skills; demonstrates the ethical application of intellectual property and privacy; uses technology ethically and effectively to communicate, solve problems, and complete tasks; stays current with technological innovations
	(24) Managing personal affairs	Exhibits self-reliant behaviors; manages time effectively; develops strategies for managing finances
	(25) Managing career development	Takes steps to initiate job search or seek advanced education; constructs a resume based on clear job objectives and with evidence of knowledge, skills, and abilities,; recognizes the importance of transferrable skills
	(26) Demonstrating professionalism	Accepts supervision and direction as needed; values the contributions of others; holds self accountable for obligations; shows initiative; asses, critiques, and improves the quality of one's work and one's work environment
	(27) Maintaining health and wellness	Engages in behaviors and contributes to environments that promote health and reduce risk; articulates relationship between health and wellness in accomplishing goals; exhibits behaviors that advance the health of communities
	(28) Living a purposeful and satisfying life	Makes purposeful decisions regarding balance among education, work, and leisure time; acts in congruence with personal identity, ethical, spiritual, and moral values

1 This document is an adaptation of *Learning Reconsidered* and the CAS Learning Outcomes
2 Categories adapted from *Learning Reconsidered* (2004) and Kuh, Douglas, Lund, & Ramin Gyurmek (1994)
3 These examples are adopted from the George Mason University *Critical Thinking Assessment Report* (2006)
4 Document obtained from the NASPA Assessment and Retention Conference (2010)

STUDENT AFFAIRS LEARNING OUTCOMES GRID

CAS Learning Domains:

KA: Knowledge Acquisition, Construction, Integration, & Application

CC: Cognitive Complexity

ID: Intrapersonal Development

IC: Interpersonal Competence

HCE: Humanitarianism & Civic Engagement

PC: Practical Competence

Learning Outcomes Grid*

Department/Program Name: Student Affairs Departmental Examples							
Description:							

		CAS Learning Domains					
List each Learning Outcome below:	Assessment Method	KA	CC	ID	IC	HCE	PC
Ex: *As a result of serving as a leader of a student organization, students will be able to identify one or more strategies to manage group conflict.*	*exit interviews*	X			X		X
Ex: *Students will be able to articulate at least three consequences of binge drinking after completing the alcohol education program.*	*exit interviews, clicker quizzes*	X	X				
Ex: Students will be able to evaluate various sources of information in order to determine the validity.	*source checks*	X	X				X
Ex: Students will be able to articulate three paths to civic engagement in the Norman community after attending a Volunteerism presentation.	*session evaluations*	X				X	

*Grid adapted from Oregon State University

REFERENCES – SECTION THREE

Bloom B. S. (1956). *Taxonomy of educational objectives, handbook I: The cognitive domain*. New York: David McKay Co Inc.

Boren, David L. (2008). *A Letter to America.* Norman, OK: The University of Oklahoma Press.

George Mason University. (2006). *Critical Thinking Assessment Report.* Fairfax, VA.

Keeling, R.P.(Ed.). (2006). *Learning reconsidered 2: Implementing a campus-wide focus on the student experience*. Washington, DC: National Association of Student Personnel Administrators.

Kuh, G. D., Douglas, K. B., Lund, J. P., & Ramin Gyurmek, J. (1994). Student learning outside the classroom: Transcending artificial boundaries. (ASHE-ERIC Higher Education Report No. 8.). Washington, D.C.: The George Washington University, Graduate School of Education and Human Development.

MEASUREMENT STRATEGIES AND ASSESSMENT TECHNIQUES

Measure twice, cut once.
 ~Harold Newton

Improvement and accountability are most often the purposes for assessment. When considering an assessment project, consider the "3 P's" of assessment: the plan, the process, and the purpose. Useful assessment plans consist of attainable goals and objectives, measurable outcomes, appropriate methods, rigorous techniques, and instructions for disseminating results. The process builds on the plan and expands the number of people involved in the project. Finally, assessment must start with a purpose. This final section focuses on using appropriate methods, analyzing the results, and disseminating the information.[1]

An assessment method is the manner in which you collect evidence of student learning or program outcomes. The data that is chosen to be collected from the assessment method should reflect the question that is being asked. For some questions, qualitative data may be sufficient. Broader questions may require quantitative data.

QUALITATIVE AND QUANTITATIVE ASSESSMENT
Qualitative methodologies assume knowledge is socially constructed and not fully describable or controllable (CAS Framework, 2006; Stage, 1992) and include methodologies such as case studies, ground theory, and phenomenology. The sample sizes for qualitative data are typically small in comparison to quantitative data sources. Quantitative methodologies assign numbers and symbols to known variables and view knowledge as "objective and knowable, describable and controllable" (CAS Framework, 2006; Stage, 1992). When selecting an appropriate data collection method, consider what kind(s) of data would best reflect your question. Some questions may be answered by a single methodology whereas some questions would best be reflected by both quantitative and qualitative data. Further, multiple sources of data, whether qualitative or quantitative, may provide a more comprehensive answer to the assessment question.

TRIANGULATION
Assessment of learning outcomes and program outcomes often consists of data from single sources. Assessment of this nature is acceptable. The use of multiple data sets, however, strengthens the assessment by providing additional evidence. In other words, just as in cutting a piece of wood for construction, "Measure twice, cut once." Data sets can be obtained through multiple methods.

 Data Methods[2]
 • Interviews
 • Document Analysis
 • Observations

- Focus Groups
- Self-Reports
- Posters and Presentations
- Quasi-Experiments
- Tests, Exams, Quizzes
- Surveys
- Reflection Pieces/Journals
- Pre/Post Test
- Portfolios
- Written Papers and Projects

Using multiple sources or methods of data is called triangulation (Patton, 2002). Data sources may be found or developed from various resources.

Data Sources
- Institutional Research
- National Surveys/Studies
- Local Surveys/Studies
- Other Campus Departments
- Head Counts
- Past Assessment Reports

Data triangulation is beneficial for many reasons. It may develop stronger support for the issue, provide corroborative evidence, and confirm or disconfirm questions within the assessment (adapted from Summer and Jones, 2010). For example, students on a leadership retreat could be surveyed using Campus Labs by quantitative means about their experience in relation to specific learning outcomes. The staff involved with the retreat could be asked to write about their observations in regards to the learning outcomes. Further, upon return from the retreat, the students could be asked to provide a written account of their retreat experience. In this way, the data would be triangulated with qualitative and quantitative data. Upon comparison and analysis of the data, a stronger analysis of learning and/or program outcomes can be made.

DATA ANALYSIS

Data analysis is dependent upon the type of data gathered. Quantitative data, for example, is ideal for analysis through Campus Labs. Campus Labs provide instantaneous analysis of data as it is input into the system. Through Campus Labs, you can quickly view basic calculations, such as averages, as well as compare questions through cross tabbing. Training sessions on how to use Campus Labs and data analysis are regularly available through http://www.studentvoice.com/training.

Analyzing data qualitatively is more time consuming than quantitative methods. Most qualitative data is not analyzed in a single session because of the nature of qualitative data

analysis. Those assessing qualitative data must set aside time to review the data, observe elements that seem to "stand out" among other pieces of data, and consider their thoughts about the data. Data is typically reviewed several times to ensure it is fully understood. Good analysis is dependent upon knowing the data. For assessment, coding qualitative data will be the most likely method of qualitative analysis. For this type of analysis, it is helpful to follow some steps with the understanding that going back and forth between steps is normal in the qualitative process. The following is adapted from *Analyzing Qualitative Data*, an excellent resource that can be found online in full at http://learningstore.uwex.edu/assets/pdfs/g3658-12.pdf).

Step One – Obtain Relevant Data. Consider the purpose of the assessment and the program. Gathering data for "fun" is not advised as it is often pushed aside for "later." Focus on the reason for the assessment and the questions you seek to answer.

Step Two – *Read and Re-Read the Data*. Every person doing qualitative assessment must have a good understanding of the data with which they are working. If available data is not of good quality, stop the process and start again. Good data is free of biases and relates to the question. If the data has limitations, take notes of those limitations so that they may be reported.

Step Three – *Categorize Information.* As the data is read and re-read, themes and patterns emerge. Themes and patterns included ideas, concepts, behaviors, interactions, incidents, and phrases, which can be organized into categories. Categorization summarizes the data succinctly while also bringing meaning to the data, this process should continue until all themes have been labeled and identified. Common identified themes may often be broken down in sub-categories in hopes of better understanding the collected data. Categories and themes can be developed previous to data analysis (Preset Categories), defined after working with the data (Emergent Categories), or a combination of the two. Keeping in mind that these categories and themes often lack rigidity and may be redefined at anytime.

Step Four – *Patterns and Connections.* Inevitably, patterns and connections will develop within and between categories. Defining of key ideas, similarities, and differences within a theme is useful in breaking down and summarizing each category. Conversely, working up to larger categories may help identify how smaller parts of the data relate to the whole. The amount of times a theme appears or is referred to in the data may determine that theme or categories importance. However, this occurrence provides only an estimate of relative importance. Relationships exist when themes occur consistently within data and can show cause and effect relationships as well as time sequences. Examining themes that contradict prevailing patterns and connections may aid in your understanding and interpretation of the collected data.

Step Five – *Interpretation and Presentation.* In order to present your findings, themes and connections from data analysis must be used. It is important to interpret the data accurately by attaching meaning and significance to the data without becoming sidetracked throughout data analysis. Listing key points or important findings discovered and comparing your findings to questions asked prior to data collection are just a few ways in which significance and meaning may be connected to your analysis. Upon presentation of your findings it is imperative to know your audience. Tailoring your presentation based on knowledge of who will view and use the

results, where interests lie, and knowing which presentation style is apropos will surely bring life to the data.

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    Washington, DC: Council for the Advancement of Standards in Higher Education.

Flateby, T. (2010, June 10). *Doing meaningful assessment to improve outcomes and satisfy
    accreditation demands.* NASPA Assessment and Retention Conference, Baltimore,
    Maryland.

Renner, M. & Taylor-Powell, E. (2003). *Analyzing qualitative data.* Madison, WI. University of
    Wisconsin. Retrieved from (http://learningstore.uwex.edu/assets/pdfs/g3658-12.pdf).

Sumner, K., & Jones, D. (2010). *Multiple measures of assessment: more data is better.* NASPA
    Assessment and Retention Conference, Baltimore, Maryland.

[1]Adapted from CAS Frameworks for Assessing Learning and Developmental Outcomes, 2006.
[2]Lists adapted from *Multiple Measures of Assessment: More Data is Better*, Summer and Jones NASPA Assessment and
Retention Conference, 2010.

HOMECOMING DAY

ASSESSMENT SCHEDULE

OKLAHOMA

OWEN FIELD ● OCTOBER 27, 1951

Division of Student Affairs
Annual Departmental Reports

Each year, the Division of Student Affairs compiles information for internal, division use as well as external/public distribution. In order to better share information and serve departmental needs, the report structure has been revised. These reports follow the formal academic year for information gathering, June – May. The reports are due the June and July after the end of the information-gathering period. For example, if information for the report is gathered June 2010 – May 2011, the report is due either at the end of June 2011 or July 2011. This document outlines each report and its specific due date. Tips for writing the reports follow the outline.

ANNUAL REPORTS AND SUBMISSIONS
Public Relations Annual Report, June – May
Due June 30 to the Office of the Vice President for Student Affairs
Please focus on new services or programs or those services or programs that were most impactful. Where appropriate, include significant assessment information. This is not a list of every activity by every employee in the department for the past year.

The annual report for the division will focus on the Student Affairs mission statement (page 7) and goals (page 11). Each department's annual report should include the following:
1. A department overview of up to 100 words
2. Significant accomplishments that contributed to meeting the division goals
   NOTE: Not every department will necessarily contribute to each of the five goals.

The total length of the annual report should not exceed 750 words. Write clearly and concisely. Please refer to "Report Writing Tips" (page 78) for further direction on style and format.

High-Resolution Photographs
Due June 30 to the Office of the Vice President for Student Affairs
These photographs will be used for the Division's reports. Ensure a Talent Release has been signed by recognizable people in the photos. E-mail 3 to 5 high-resolution photographs that reflect your department and its actions to Student Affairs.

Strengths, Weaknesses, Opportunities, and Threats (SWOT) Chart
Due July 31 to the Office of the Vice President for Student Affairs
This internal-use chart is a tool used to identify your department's assets, needs, and challenges. Each entry should be a bullet point on the chart that is reflective of the issue, yet descriptive enough to convey the thought. Larger departments may opt to perform a SWOT analysis for the different areas. The purpose of the SWOT analysis is to allow an objective view of the department. The chart is a quick reference tool that is fluid in nature. A copy of the chart is located within this packet.

Assessment Report, Program Outcome Highlights, and
Learning Outcome Highlights
Due July 31 to the Student Affairs Assessment Committee
The end of the year assessment report should include information for both program and learning outcomes. Departments within Student Affairs vary greatly in their programmatic and learning outcome endeavors. The number of programmatic and learning outcomes presented in the report should be reflective of the nature of the department. Quality learning outcomes and program outcomes are more desirable than the quantity of the outcomes. Copies of the summary sheets for Program Outcomes and Learning Outcomes are located within this packet. Further, choose a learning outcome or group of learning outcomes to highlight. Provide an overview of the learning outcome(s) including how, when, why, and what. Each overview should be no more than 200 words.

REPORT WRITING TIPS
With each report, it is important to know your audience and to whom your audience may share information you provide. For the reports, consider the Public Relations Annual Report, Assessment Report Summary and Learning Outcome Highlight, and the high-resolution photographs as information that may be passed on to the public. The Strengths, Weaknesses, Opportunities, and Threats (SWOT) chart will be used primarily within the Division. However, this does not mean that it is appropriate to reference specific/named personnel challenges.

Similar language for reports and presentation characteristics are helpful when consolidating department information. Most often the Division of Student Affairs will glean information from the reports for collaborative reporting. Please assist the consolidation efforts by using the following guidelines.

- Use single-spaced, paragraph form, text. You may use this document as an example.
- Use 12-point, Times New Roman font. While this font may not be your favorite, it is a universal font for all computer brands.
- Use 1-inch margins.
- Use plain text except for headlines and areas or words that need to stand out. For areas or words that you wish to stand out, italicize the text. Please keep these to a minimum, if used at all.
- Use third person, active voice. This type of language is direct with the subject doing the task. Name the subject (Fitness and Recreation or Student Media) rather than using third person pronouns (we).

Good – The mailperson placed the letter in the mailbox.
Bad – The letter was placed in the mailbox by the letter carrier.
Good – Student employees' retention of orientation skills improved 25% from the prior year.
Bad – Our retention of orientation information by student employees were improved 25% from the prior year.

Annual reports are truly a time for departments and the Division to reflect upon the impact we provide everyday to our campus.

STRENGTHS, WEAKNESSES, OPPORTUNITIES, AND THREATS

Strengths – List the positive characteristics, tangible and intangible, of the department.	Weaknesses – List the factors that detract from the department's ability to fulfill its mission or are identified as areas in need of improvement.
Opportunities – List the opportunities available to your department from which the department/university community may benefit.	Threats – Threats are beyond the department's control. List the external factors that may place the department at risk.

STUDENT AFFAIRS PROGRAM OUTCOMES

Department/Program Name:		
List desired Program Outcome below:	**Measurement Strategy:**	**Describe results below:**
Ex: Housing and Food Services Operations Team will be able to respond to 80% of HousingInfo e-mails within one business day.	*80% response rate, verify through e-mail*	*Actually able to respond to 86% of e-mail within 1 business day, verified through account statistics*

STUDENT AFFAIRS LEARNING OUTCOMES GRID*

KA:	Knowledge Acquisition, Construction Integration, & Application	IC:	Interpersonal Competence
CC:	Cognitive Complexity	HCE:	Humanitarianism & Civic Engagement
ID:	Intrapersonal Development	PC:	Practical Competence

Department/Program Name:

Description:

		CAS Learning Domains					
List each Learning Outcome below:	Assessment Method	KA	CC	ID	IC	HCE	PC
Ex: *As a result of serving as a leader of a student organization, students will be able to identify one or more strategies to manage group conflict.*	*exit interviews*	X			X		X

*Grid adapted from Oregon State University

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CAS STANDARDS

OKLAHOMA

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