STUDENT AFFAIRS ASSESSMENT & RESEARCH UPDATE

Academic Assessment Council
4.19.2019

STUDENT AFFAIRS PROGRAM REVIEW

Yup, we do it too.

Council for the
Advancement of
Standards in Higher Education

Setting the standard for quality in higher education

Standards and Guidelines… the "MUSTS" and the "SHOULDS" for professional practice.

"CAS, a consortium of professional associations in higher education, promotions the use of its professional standards for the development, assessment, and improvement of quality student learning, programs, and services."
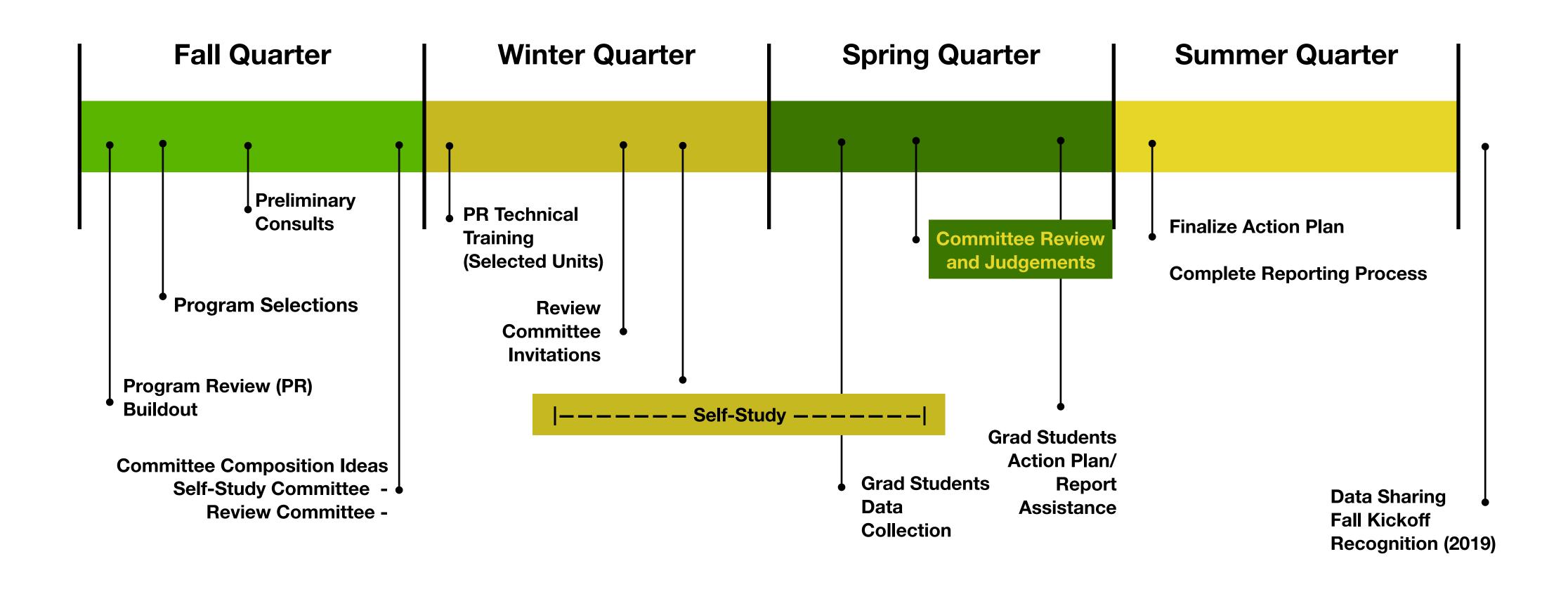
–Dr. Gavin Henning
President, Council for the Advancement of Standards in Higher Education
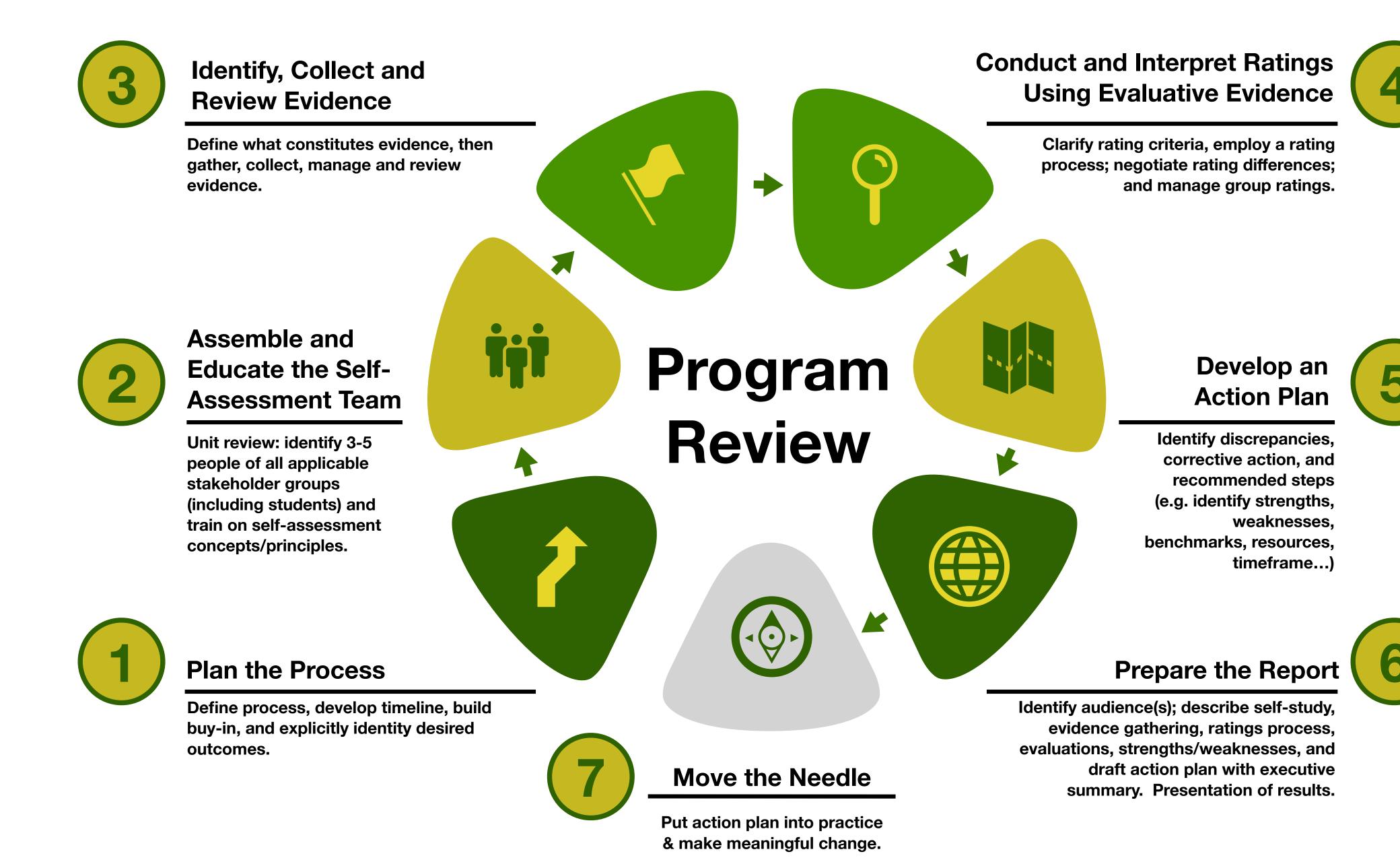Professor, New England College

Member Associations

- American College Counseling Association (ACCA)
- Assoc. of Collegiate Conference & Events Directors-Int'l (ACCED-I)
- American College Health Association (ACHA)
- Association of College Honor Societies (ACHS)
- ACPA: College Student Educators International
- Assoc. of College & Univ. Housing Officers - Internat'l (ACUHO-I)
- Association of College Unions International (ACUI)
- Association of Fraternity/Sorority Advisors (AFA)
- Association on Higher Education & Disability (AHEAD)
- Association for Higher Education Parent/Family Programs Professionals (AHEPPP)
- Association for Student Conduct Administration (ASCA)
- Canadian Assoc. of College & Univ. Student Services (CACUSS)
- Campus Media Association (CMA)
- Collegiate Information & Visitor Services Association (CIVSA)
- Consortium of Higher Education LGBT Resource Professionals (Consortium)
- Council for Opportunity in Education (COE)
- College Reading and Learning Association (CRLA)
- Cooperative Education and Internship Association (CEIA)
- Higher Education Case Managers Association (HECMA)
- International Association of Campus Law Enforcement Administrators (IACLEA)
- National Association for Campus Activities (NACA)

- NACADA: The Global Community for Academic Advising
- National Association of College Auxiliary Services (NACAS)
- National Association of Colleges and Employers (NACE)
- National Association of College Stores (NACS)
- National Assoc. of College & University Food Services (NACUFS)
- National Association for Developmental Education (NADE)
- NAFSA: Association of International Educators
- National Association of Student Affairs Professionals (NASAP)
- National Assoc. of Student Financial Aid Administrators (NASFAA)
- NASPA: Student Affairs Administrators in Higher Education
- National Clearinghouse for Commuter Programs (NCCP)
- National Clearinghouse for Leadership Programs (NCLP)
- National College Learning Center Association (NCLCA)
- National College Testing Association (NCTA)
- National Collegiate Honors Council (NCHC)
- National Council on Student Development (NCSD)
- National Institute for the Study of Transfer Students (NISTS)
- NIRSA: Leaders in Collegiate Recreation
- NODA: Association for Orientation, Transition & Retention in Higher Education
- National Society for Experiential Education (NSEE)
- National Women's Studies Association (NWSA)
- Southern Association for College Student Affairs (SACSA)
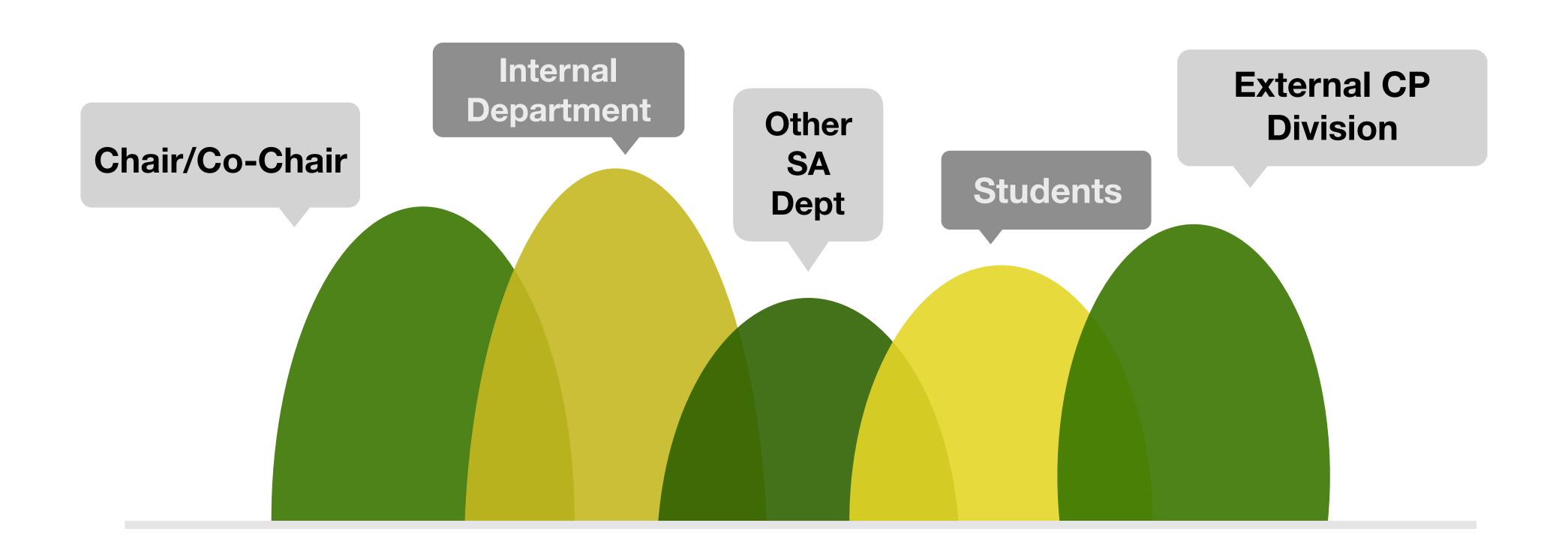
Student Affairs Program Review
2018-2019 Roadmap

AAC - Student Affairs Assessment & Research Updates

Fall Quarter | Winter Quarter | Spring Quarter | Summer Quarter

Preliminary Consults

PR Technical Training (Selected Units)

Committee Review and Judgements

Finalize Action Plan

Complete Reporting Process

Program Selections

Review Committee Invitations

Program Review (PR) Buildout

|— — — — — — Self-Study — — — — — —|

Grad Students Action Plan/ Report Assistance

Committee Composition Ideas
Self-Study Committee -
Review Committee -

Grad Students Data Collection

Data Sharing
Fall Kickoff
Recognition (2019)

Program Review

3 **Identify, Collect and Review Evidence**

Define what constitutes evidence, then gather, collect, manage and review evidence.

4 **Conduct and Interpret Ratings Using Evaluative Evidence**

Clarify rating criteria, employ a rating process; negotiate rating differences; and manage group ratings.

2 **Assemble and Educate the Self-Assessment Team**

Unit review: identify 3-5 people of all applicable stakeholder groups (including students) and train on self-assessment concepts/principles.

5 **Develop an Action Plan**

Identify discrepancies, corrective action, and recommended steps (e.g. identify strengths, weaknesses, benchmarks, resources, timeframe…)

1 **Plan the Process**

Define process, develop timeline, build buy-in, and explicitly identity desired outcomes.

6 **Prepare the Report**

Identify audience(s); describe self-study, evidence gathering, ratings process, evaluations, strengths/weaknesses, and draft action plan with executive summary. Presentation of results.

7 **Move the Needle**

Put action plan into practice & make meaningful change.

DEFINITIONS:

Internal: Reviewers from within university & unit

External: Reviewers from outside the institution: sister schools, local partners, aspirational schools…

Mixternal: Reviewers from outside the unit but still within the institution

Program Review
Committee Composition

Chair/Co-Chair

Internal Department

Other SA Dept

Students

External CP Division

AAC - Student Affairs Assessment & Research Updates

WHAT DO YOU MEAN "REVIEW OF THE EVIDENCE"?

Program Documents: mission statements, brochures, handbooks, manuals..

Administrative Documents: purpose, org charts, financials…

Staff Activity Reports: annual reports, staff credentials, scholarship…

Research, Assessment & Evaluation Data: needs assessment program evaluations, assessment reports, national/regional survey data…

Student Activity Reports: student employment experiences, learning outcomes, student accomplishments

Marketing Materials: internal & external, web content
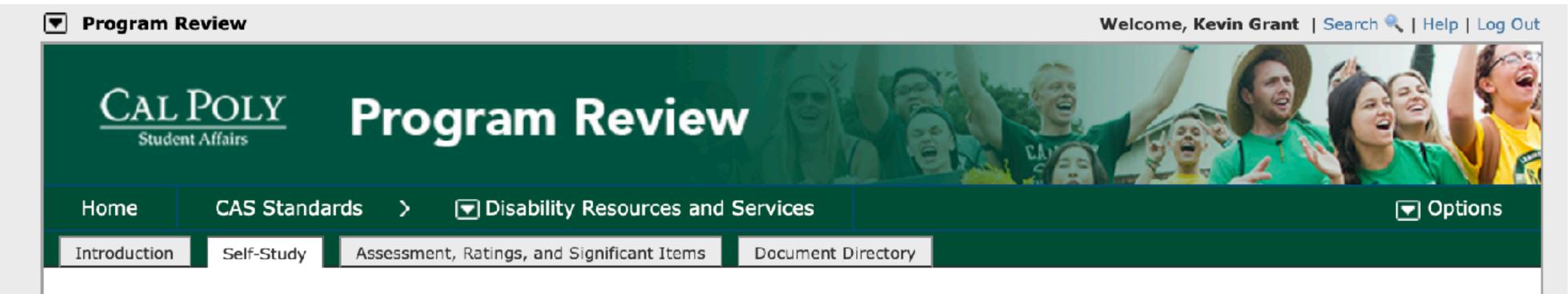
1. Academic Advising Programs*
2. Adult Learner Programs and Services
3. Alcohol and Other Drug Programs*
4. Assessment Services
5. Auxiliary Services Functional Areas
6. Campus Activities Programs
7. Campus Information and Visitor Services
8. Campus Police and Security Programs
9. Campus Religious and Spiritual Programs
10. Career Services
11. Civic Engagement and Service-Learning Programs*
12. Clinical Health Services**
13. College Honor Society Programs*
14. College Unions
15. Commuter and Off-Campus Living Programs
16. Conference and Event Programs
17. Counseling Services
18. Dining Services Programs
19. Disability Resources and Services*
20. Education Abroad Programs and Services*
21. Financial Aid Programs*
22. Fraternity and Sorority Advising Programs
23. Graduate and Professional Student Programs and Services
24. Health Promotion Services**
25. Housing and Residential Life Programs*
26. International Student Programs and Services
27. Internship Programs**
28. Learning Assistance Programs
29. Lesbian, Gay, Bisexual, and Transgender Programs and Services
30. Master's Level Student Affairs Professional Preparation Programs*
31. Multicultural Student Programs and Services
32. Orientation Programs*
33. Parent and Family Programs
34. Recreational Sports Programs
35. Registrar Programs and Services
36. Sexual Violence-Related Programs and Services*
37. Student Conduct Programs*
38. Student Leadership Programs
39. Student Media Programs**
40. Transfer Student Programs and Services
41. TRIO and Other Educational Opportunity Programs
42. Undergraduate Admissions Programs and Services
43. Undergraduate Research Programs
44. Veterans and Military Programs and Services
45. Women's and Gender Programs and Services*

*Indicates standards and guidelines have been revised in the 2015 publication. **Indicates standards and guidelines revised since the 2015 publication.

Accompanying SAGs are available for sale as downloadable files at www.cas.edu

CAL POLY
Student Affairs

Program Review

| Home | CAS Standards | > | ▼ Disability Resources and Services | | ▼ Options |

| Introduction | **Self-Study** | Assessment, Ratings, and Significant Items | Document Directory |

🗒 Report Overview

Part 1: Mission
1.1 - Program Mission and Goals
1.2 - Mission Implementation and Review
1.3 - Mission Statement

Part 1: Mission Overview

Part 2: Program
2.1 - Program Contribution to Student Learning and Development
2.2 - Assessment of Learning and Development
2.3 - Program Design
2.4 - Policies, Procedures, and Practices
2.5 - Consultation, Accommodation, and Service
2.6 - Proactive Dissemination of Information
2.7 - Institution-Wide Education, Consultation, and Advocacy
2.8 - Guidance and Assistance on Disability-related Laws and Regulations
2.9 - Collaboration with Campus Partners
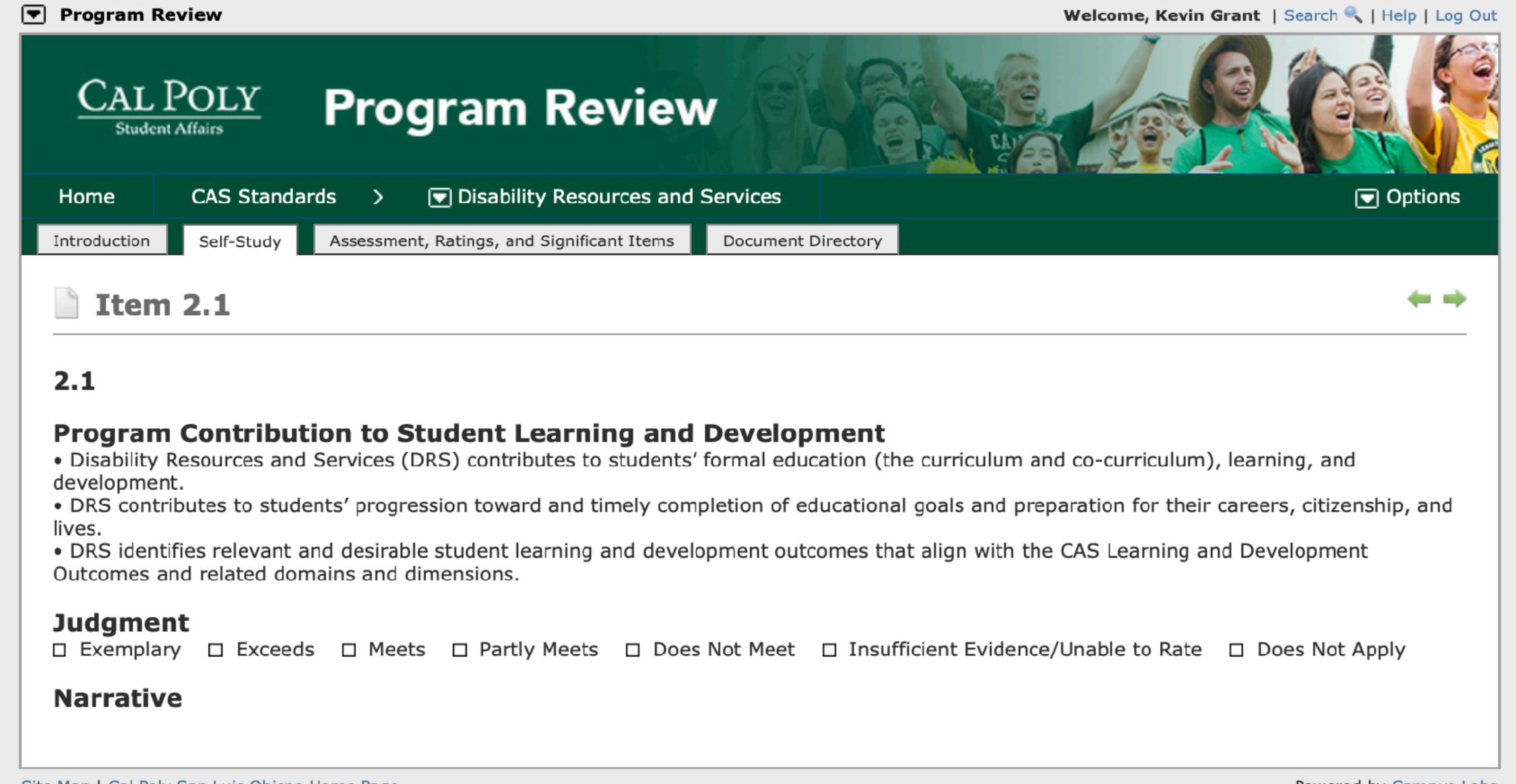
Part 2: Program Overview

Part 3: Organization and Leadership
3.1 - Organization Documents
3.2 - Institutional Authority
3.3 - Actions of Leaders
3.4 - Strategic Planning
3.5 - Management
3.6 - Supervision
3.7 - Program Advancement

Judgments

✔ Exemplary
✔ Exceeds
✔ Meets
✔ Partly Meets
✖ Does Not Meet
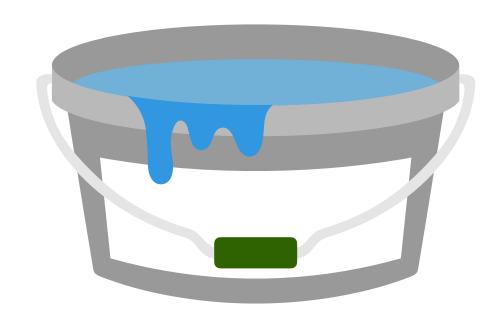❌ Insufficient Evidence/Unable to Rate
— Does Not Apply

AAC - Student Affairs Assessment & Research Updates

Program Review

Home　　CAS Standards　>　▼ Disability Resources and Services　　▼ Options

| Introduction | Self-Study | Assessment, Ratings, and Significant Items | Document Directory |

📄 Item 2.1

← →

2.1

Program Contribution to Student Learning and Development

• Disability Resources and Services (DRS) contributes to students' formal education (the curriculum and co-curriculum), learning, and development.
• DRS contributes to students' progression toward and timely completion of educational goals and preparation for their careers, citizenship, and lives.
• DRS identifies relevant and desirable student learning and development outcomes that align with the CAS Learning and Development Outcomes and related domains and dimensions.

Judgment

☐ Exemplary　　☐ Exceeds　　☐ Meets　　☐ Partly Meets　　☐ Does Not Meet　　☐ Insufficient Evidence/Unable to Rate　　☐ Does Not Apply

Narrative

CAL POLY
Student Affairs

Program Review

Home | CAS Standards ＞ | ▼ Disability Resources and Services | ▼ Options

Introduction | Self-Study | Assessment, Ratings, and Significant Items | Document Directory

📝 **Edit Item 2.2**

Edit | Preview | Activity Log | Permissions

Save | Save & Close | Cancel

Number: 2.2

Title: Assessment of Learning and Development

Status: Under Development ▼

Judgment: ▼

Due Date: MM/DD/YYYY 🗓

Assigned User: ▼

Description

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• DRS engages in outcomes assessment, documents evidence of its impact, and articulates the role it plays in student learning and success.
• DRS uses evidence to create strategies for improvement of programs.

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Narrative

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Screenshot

Campus Review Team Comments

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External Review Team Comments

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Self-Study Team Follow-Up Comments

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COMMON DATA SET

ENGAGEMENT & IMPACT
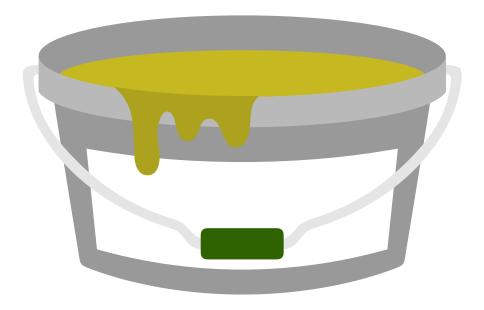
Event Totals
Attendance by Constituency
Co-/Curricular Programs

Future Metrics
 - Unique Persons
 - By Year
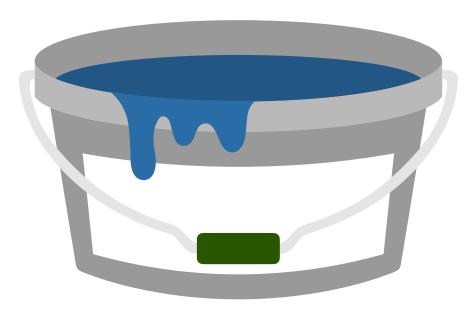 **- Demographics**

STUDENT SUPPORT

Individual Student Sessions
Group Counseling /Advising Mtgs
Outreach
 - Committee Involvement
 - Presentations/Workshops

Program/Event Cost per student

FINANCIAL CONTRIBUTION

Direct FA to Students
Grants/Scholarships
Aid: Food, Housing, Supplies/Goods
Financial Contributions to CP
Fundraising Total

COMMON DATA SET

Common Data Set
*All fields will not be relevant to every area
**Additional rows may be added as needed.

ENGAGEMENT

Event	Targeted Audience	Attendance	Event Budget	Cost per attendee	Data Source
e.g. Transfer Welcome Reception	Current transfer students & recent transfer alumni	- 400 Students - 100 Alumni	$5,000	$10	EventBrite registration and Check-in Confirmation

STUDENT SUPPORT TOTALS

Type	Connections/Appointments	Data Source
e.g. Individual Counseling/Advising Mtgs.	Fall (410) – Winter (280) – Spring (340)	Student card swipe sign-in

DATA MANAGEMENT SYSTEM

campuslabs®
Data Driven Innovation

Survey Platform
- 100+ Completed
Instruments in the last year

- National Benchmarks
- Shared Library
- Real Time Polling

Strategic Planning
- Division
- Dean of Students
- University Housing
- ASI
- Health & Wellbeing (coming)

COLLABORATIVE PARTNERSHIPS

HE{A}RD

MANY VOICES, ONE HE{A}RD.

Current
 - Focus Groups
 - Survey Management

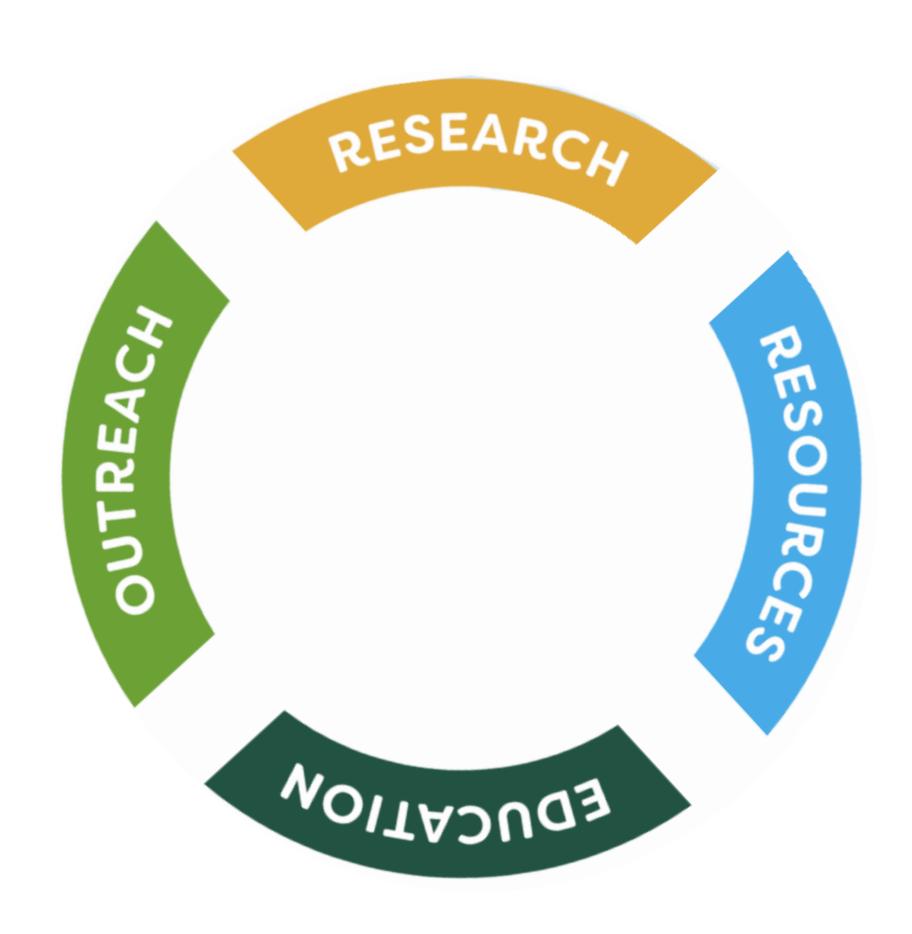**Future Growth**
 - Question of the Week
 - Student Assessment Scholars

Our Vision:

To create safe campus communities where all students can thrive.

Our Mission:

To empower peer-led movements of proactive bystander intervention.

The Bystander Benchmark Study

- California Public Pilot (Spring '19)
  - 10 Campuses between the CSU and UC systems.
- Currently live
- 5,000 students invited per campus
  - Random stratified sample

- Field testing
  - Fall 2018 Statistics partnership
  - Timing, language, sequence
  - Interviews with feedback
- "Learn by Doing"
- Sexual violence opt out

The Bystander Benchmark Study

- Exposure, Prevalence and Bystander Response
  - Sexual Harassment/Assault/Violence
  - Alcohol & Other Drugs (including prescription)
  - Hate & Discriminatory Bias Speech/Actions
  - Hazing

General Ideological Sequence

- Is ___ an issue?
- Can ___ be positively changed?
- Would you intervene?
- How frequently did you witness ___?
- Did you step-in and do something?
- What prohibited you from doing something (factors listed)?

Non-Intervention: Unhealthy Alcohol Use

* Cal Poly sample

It wasn't any of my business (48%)

The situation made me feel unsafe (36%)

My relationship with them made it complicated (36%)

I didn't think it was an issue/big deal (35%)

I was distracted at the time (34%)

I didn't know what to do (31%)

I assumed somebody else would do something (28%)

The person deserved/chose what was happening (19%)

I thought I could get in trouble (11%)

Concerned about what my friends would think (10%)

I was paralyzed and couldn't act (8%)

Establishing Baseline Numbers

How often did you witness "hard" or "illicit" drug usage over the 2018 Fall academic term?

i.e. Heroin, Cocaine, Meth or Hallucinogens (LSD/Mushrooms)

Never - 64.70%

Once - 16.13%

Monthly - 14.34%
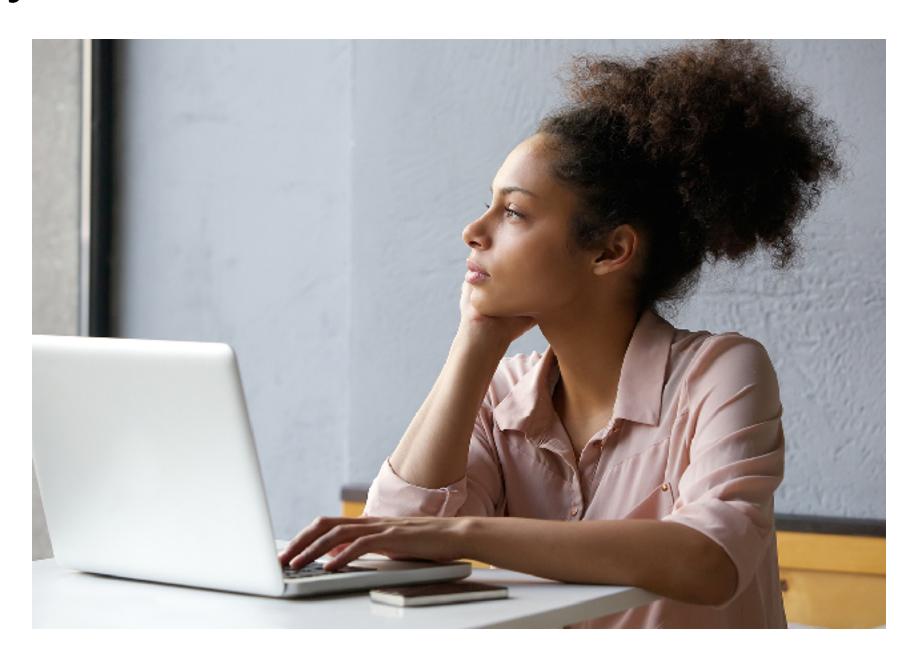
Weekly - 4.48%

Daily - .36%

During Fall 2018, I witnessed another student (or personally) drive "under the influence" of drugs or alcohol.

Drugs	***Alcohol***
Never - 74.12%	Never - 76.24%
Once - 10.55%	Once - 16.67%
Monthly - 10.30%	Monthly - 6.38%
Weekly - 4.77%	Weekly - 0.71%
Daily - 0.25%	Daily - 0.00%

* All data Cal Poly sample

What is on our students' minds?

- What is most concerning to you personally?

  - Drug Misuse/Abuse. (3.28)

  - Prescription Drug Misuse/Abuse (3.24)

  - Hazing (3.2)

  - Unhealthy Alcohol Use (3.11)

  - Intimate Partner Violence (2.78)

  - Discriminatory Bias (2.42)

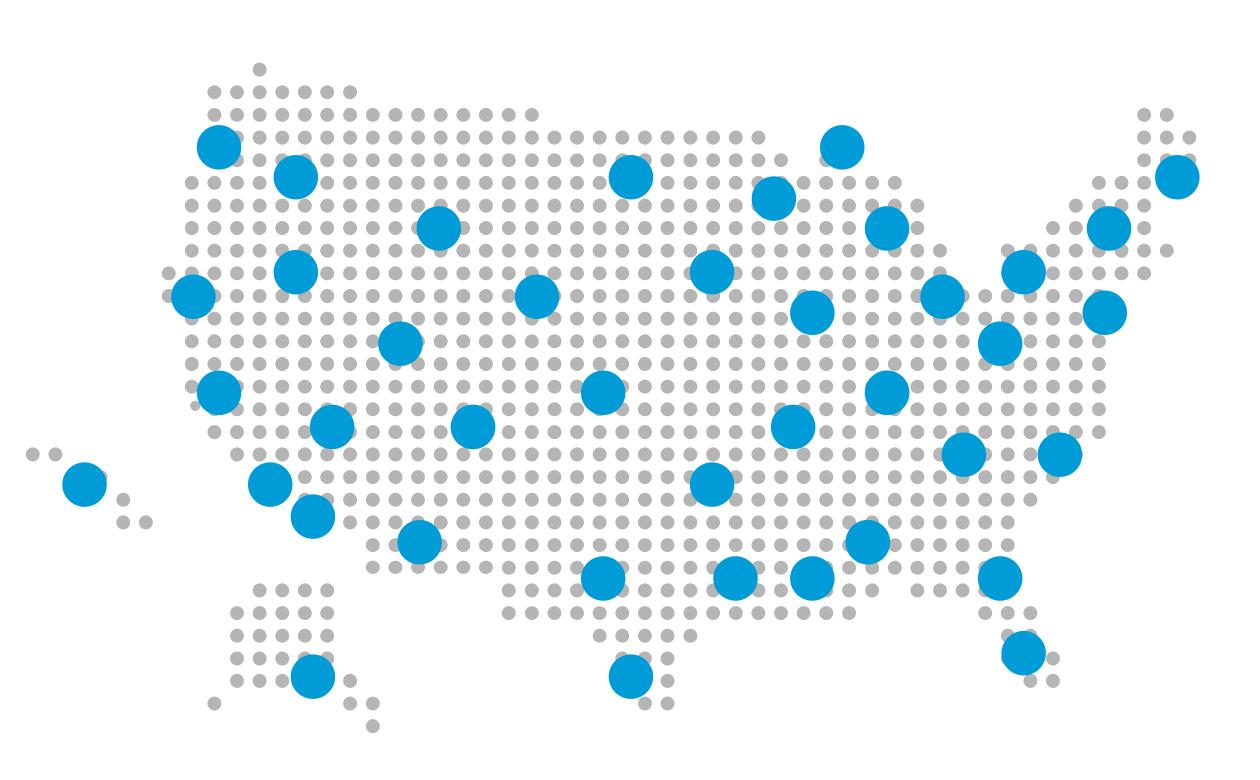 - Sexual Harassment (2.41)

  - Sexual Assault (2.17)

* Cal Poly sample (5pt scale)

** (1) No concern - (5) Very significant concern

Survey Future

- Targeting National Sample

- Generate national benchmark

- Deeper dives into each of the focus areas
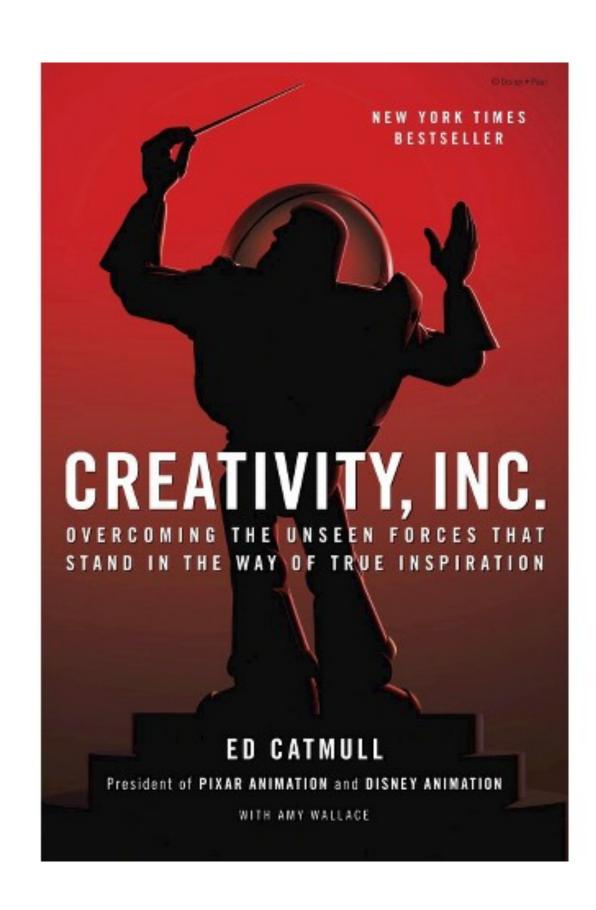
DONE > ASPIRATIONAL

- Simple rubric

- Simple template

    - Fill in the blanks

    - Sense of progress and completion

"Less, but better."

    - Dieter Rams

THANKS!

Questions?