



WEBER STATE UNIVERSITY

**Assessment and Research Self Study
Division of Student Affairs
October 2013**

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Weber State University Mission Statement

Weber State University provides associate, baccalaureate and master degree programs in liberal arts, sciences, technical and professional fields. Encouraging freedom of expression and valuing diversity, the university provides excellent educational experiences for students through extensive personal contact among faculty, staff and students in and out of the classroom. Through academic programs, research, artistic expression, public service and community-based learning, the university serves as an educational, cultural and economic leader for the region.

Student Affairs Mission Statement

The Division of Student Affairs promotes student learning, well-being and success through comprehensive services and programs provided in an inclusive environment. Student Affairs serves the needs of a diverse student population by offering educational experiences, leadership opportunities, and academic support which advances the social, intellectual, cultural, and civic development of students.

Student Affairs Assessment and Research Mission Statement

The Weber State University Research and Assessment Department promotes culture of assessment by consulting with departments, units, and organizations within the division of Student Affairs. Through consulting, the department serves to encourage data-based decision making while guiding and informing program evaluation and assessment of student learning and development.

History of Student Affairs Assessment

Assessment within the Division of Student Affairs has taken place for many years. The first steps towards assessment practices began with the card swipe system, which was introduced in the mid 1990s. This system was employed by a large number of departments to track the number of students using services and to make appropriate staffing and programming decisions based on the data.

Annual planning first began in the 2001-02 academic year with the five-column model. This model articulated division goals and strategic initiatives, unit goals/objectives, methods of assessment and criteria for success, results of assessment and use of results. This model remained as the primary assessment model until 2006.

In 2006, with the arrival of a new Vice President for Student Affairs, the Student Learning Outcomes Task Force was created to examine learning taking place within our programs and services. Through the efforts of each of the departments within the Division and the committee, seven Division Learning Outcomes were formulated. The student learning outcomes template and five column model were used to draft the template for the six column annual planning model.

In 2008, the Student Affairs Assessment Coordinator was hired. Since this time, many of the included templates and processes have been created. Assessment has been expanded to include concepts of direct and indirect learning, and a program review process was initiated in 2009.

Although, processes have changed over time, the main purpose of assessment has remained the same. As a Division, we strive to examine our programs and services in order to ensure that we are providing excellent learning opportunities in the cocurriculum for our students. It is our hope that our programs and services complement what students are already learning in their coursework and that our efforts positively contribute to students learning, retention, and ultimately, graduation.

Programs and Services

Assessment and Research operates six primary functions including (1) advising departments regarding their annual and strategic planning, (2) administering and analyzing survey data, (3) tracking student data, (4) facilitating the program review process (5) coordinating student employee training, and (6) assisting departments in developing and measuring student learning outcomes.

Annual and Strategic Planning

One of the services provided by our department is that of assistance with annual and strategic planning. Annual planning is captured in the six-column model. This tool was designed in 2008 and captures the elements of a department goal, its relation to articulated university or division initiatives, means to achieving the goal, student learning outcome associated with the goal, method of assessment, results of assessment, and the use of results. Six-column model information is submitted by departments online by August 1 for the upcoming academic year. Models are updated by January 15 and are completed by June 1 so that there is enough time for our office to draft the division annual report.

Within the last two years, we have developed a complementary three to five year strategic planning process to align ourselves with overall division and university planning. The intent of this process is to assist departments with their visioning but also to make annual planning an easier process as the strategic plan can be consulted when drafting the six-column model. Departments can also choose to include components of their program review action plan in their six-column model. While most departments have completed at least a portion of their strategic plan, this is still an area that can be improved. Strategic plans were due this spring 2013, but it appears that departments and division leaders may benefit from additional consultation in completing their final drafts and incorporating this process into their departmental annual planning.

To let departments know how they're doing with assessment and to have a target for where folks should strive to be, the assessment committee created the assessment progress report. This is a rubric outlining each of the assessment areas with a one to four rating of how departments are doing. This will be discussed further in the assessment section.

Survey Data

Our department works with all others within the Division of Student Affairs to administer surveys regarding student needs and satisfaction. In addition to working with departments within the division, our department also administers national benchmarking surveys that align with the NASPA (Student Affairs Administrators in Higher Education) Consortium, the university-wide graduate survey, and works with departments outside of the division. Our office also works with student leaders and student researchers on projects. The chart below demonstrates the overall surveys administered over time. Currently, survey data is gathered in the Campus Labs Baseline system. This system also tracks performance indicators and rubrics

used within the division. Surveys are able to be administered via web or through an iPod application.

Student Headcount and Cohort Tracking

In order to capture student visits, usage patterns, and demographics of individuals using our services, departments within our division capture headcount data. Currently, with the exception of counseling, health, and disability services, our departments have access to the Accademia tracking system. This system was acquired at the end of 2012 after the need to replace a dated system within Banner was noted. Information Technology was no longer able to support the system. While Accademia does not meet the needs of all departments (most notably the Center for Community Engaged Learning and Education Access and Outreach programs), we are able to use the system with the large majority of departments.

In addition to being able to capture visits to the department and the reason for visiting, there are robust features that allow for tutoring programs to schedule appointments, send reminders, and match students with appropriate tutors. With this new system, all departments are able to access their own data; however, our department still assists with overall tracking and changes needed in the system. This system does not tie to student course grades or demographics, so our department will merge these files with student data when requested by departments. We have faced some challenges with loading data in the system in a way that it is accepted (e.g., proper course formats), and the system does not allow for course numbers (CRNs) to be repeated. As these challenges arise, we work through them as best as possible.

In addition to tracking basic student usage and demographics, our department has worked to intentionally capture cohorts of students. Each fall, departments send the identification information of those students with whom they intentionally interact (e.g., student leaders, mentors, employees). Our department then works to compare these students to other students within the Division of Student Affairs and across the university overall in terms of grades, retention, and graduation. This process is not without its challenges, however. Challenges will be noted in the assessment section of this self-study report.

Program Review

The program review process was developed in 2008 when the Vice President for Student Affairs asked the Assessment Coordinator to draft such a process. A handbook was developed by the assessment committee after consulting with CAS Standards and processes at other universities. With each review, the process has been modified as a result of suggestions of participants and reviewers.

Program review informs departments by using data from, and evaluating performance in, each of the following areas: annual and strategic planning, survey data, student headcount and cohort tracking. In addition, program review evaluates staffing practices, budget and planning, as well as ethical and legal responsibilities and facilities. Program review is conceptualized as the systemic, periodic review of

departments to make changes to improve programs and services. An overview of the process as well as handbooks and timelines is available at http://weber.edu/SAAssessment/SSA_Review.html and past departmental self studies, recommendations, and action plans are available at the following site: http://weber.edu/SAAssessment/SA_Self_Studies.html

Student Employment

Beginning in 2009, the Associate Vice President commissioned a group of individuals to look at a comprehensive training program for student employees within the Division of Student Affairs. The assessment coordinator led this group initially and has since assumed the responsibilities associated with the training. While many methods of training have been attempted in the past couple years, it has been decided that a fall training, approximately a day in length, and a spring training for 1.5 hours works best toward learning outcome achievement. The program is now framed around the division learning outcomes. Initially the learning outcomes were framed around common outcomes articulated by the initial departments involved with the survey. As it became evident that these also aligned with the division learning outcomes, we chose to move toward using those instead.

This program has grown from less than 100 participants initially to almost 200 in the fall of 2013. Initial program assessment occurred in the form of a pre and post evaluation from supervisors and a pre and post self-assessment from students involved in the program. For 2013, this has been changed so that supervisors and students have only a final evaluation. More information can be found at weber.edu/getset

Learning Outcomes

The process of measuring learning outcomes has evolved over time within the division. After division learning outcomes were solidified in 2008-09, the assessment committee spent the next few years refining rubrics, survey questions, and focus group questions for each outcome with departments using these tools occasionally. Throughout this process of refining learning outcomes, the Student Affairs Assessment Coordinator has consulted with departments on drafting learning outcomes for their departments and programs. Workshops have also been offered through CampusLabs and by the Assessment Coordinator to provide as many opportunities as possible for individuals to attend assessment trainings. These trainings have waned in past years and increasing these in the coming year will be a focus of the department.

Collaboration and Future Growth

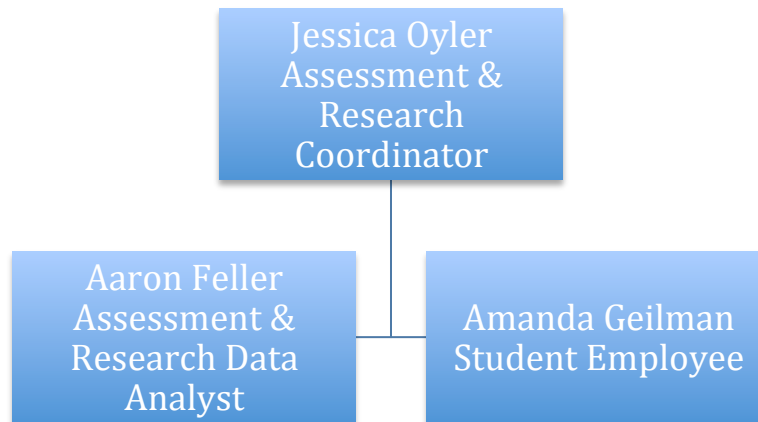
Our office works with other divisions at the university to track progress towards the university core themes of access, learning, and community. In addition to working with Education Access and Outreach on precollege tracking on the access core theme, our office also administers the graduate survey. Learning is tracked through aggregating division satisfaction and learning.

In order to measure these themes, our office collaborates closely with the Office of Institutional Effectiveness. The coordinator has also worked with individuals in each division on survey projects and university committees.

Each of the programs discussed above was initiated in the past five years. In the next few years, there is no plan to initiate new programs or services as work will focus on solidifying programs already in place.

Leadership and Staffing

The Assessment & Research department consists of three employees as outlined in the organization chart below.



The Student Affairs Assessment Coordinator oversees all major decisions and project assignments within the department. The Coordinator and Data Analyst meet regularly in person (as well as via email) to discuss such decisions and assignments, which the Data Analyst relays to the student employee, as needed. The Data Analyst is responsible for overseeing all decisions regarding cohorts and headcount and collaborates with the Coordinator regularly via email or in person for any needed input. The majority of communication within the department occurs via email.

The job responsibilities for each department member are as follows:

Student Affairs Assessment & Research Coordinator: The Student Affairs Assessment Coordinator provides oversight of the division's assessment initiatives such as assisting departments in designing and implementing assessment plans. The Coordinator synthesizes data to provide a comprehensive overview of the value and effectiveness of Student Affairs programs and services to internal and external constituencies. The Coordinator also manages the systems for collecting, retrieving, and storing data regarding student usage and program effectiveness. In addition, the Coordinator assists the division with critical strategic planning and initiatives related to the support and direction of the mission of Student Affairs.

Student Affairs Assessment Data Analyst: The Student Affairs Assessment Data Analyst will be responsible for the coordination, tracking, and analyzing of data within the Division of Student Affairs including but not limited to headcount data and cohort tracking. In addition, the analyst will assist in writing survey summary reports and updating the Student Affairs Assessment webpage. The analyst supervises the student employee.

Student Employee: Student assistant will help with generating monthly reports for departments within Student Affairs. These reports will include

headcount reports downloaded from a database and cohort reports, which are intended to track retention, GPAs, and graduation rates. The student assistant will also help with updating websites through the Content Management System, creating surveys and survey summaries while working with StudentVoice. This will also involve using descriptive statistics and some quantitative analysis. The student assistant will also work with spreadsheets, Access, and possibly SPSS along with assisting with general office items and other duties as assigned.

Recruiting Methods

As the Assessment Department is still a relatively new addition to the Student Affairs Division and small in scale, we have not had many recruiting needs. Recruiting methods for the department include posting position vacancies via the HR website and following basic hiring procedures.

Our main challenge in recruitment thus far occurred in hiring student employees. As our field requires such specific expertise, we often have struggled finding candidates that both understand what the job entails who are qualified.

Training & Professional Development

Employees are oriented to their role within the university by attending the overall university new staff training and a more specific orientation within the Student Affairs Division for exempt and nonexempt employees. In addition, student employees attend the GetSET Training for student employees. All other training is informal, on-the-job training.

Staff members are encouraged to attend and participate in division meetings, trainings offered through the university's Office of Workplace Learning and other appropriate trainings offered by the university. The Student Affairs Assessment Coordinator regularly attends national and regional conferences such those sponsored by NASPA (Student Affairs Administrators in Higher Education) and AIR (the Association for Institutional Research). The data analyst occasionally has been invited to attend when the trainings are held locally.

Evaluation

Exempt and non-exempt staff members are evaluated on an annual basis using the university Performance Review and Evaluation Program (called PREP.) We currently do not have any formal system for evaluating student employees. Feedback outside of the formal evaluation process is shared through email and in meetings much more informally.

Awards

The Assessment & Research department participates in the awards programs offered by the division. Such programs include, but are not limited to, the Division Awards Annual Ceremony and Builders of Excellence, which is an online program designed to personally recognize other division staff for going above and beyond their job duties. Our department recently received a committee excellence award for

the work of the Student Employee Committee that our department has chaired since its inception.

Assessment Committee

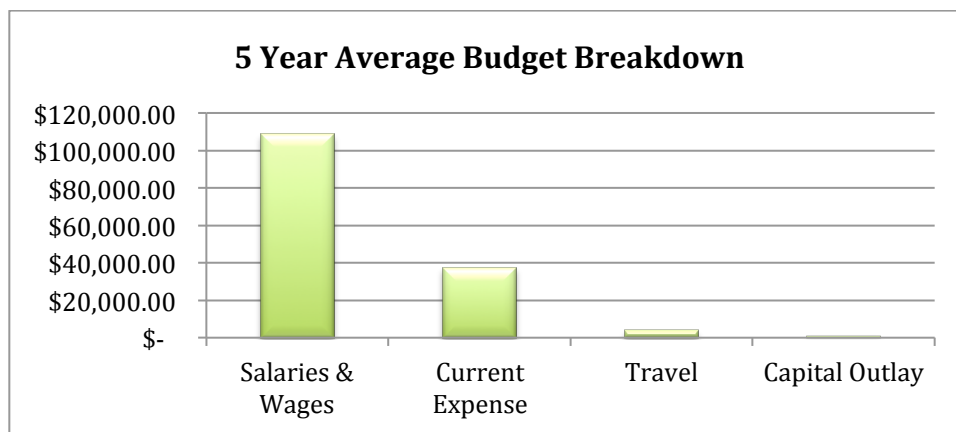
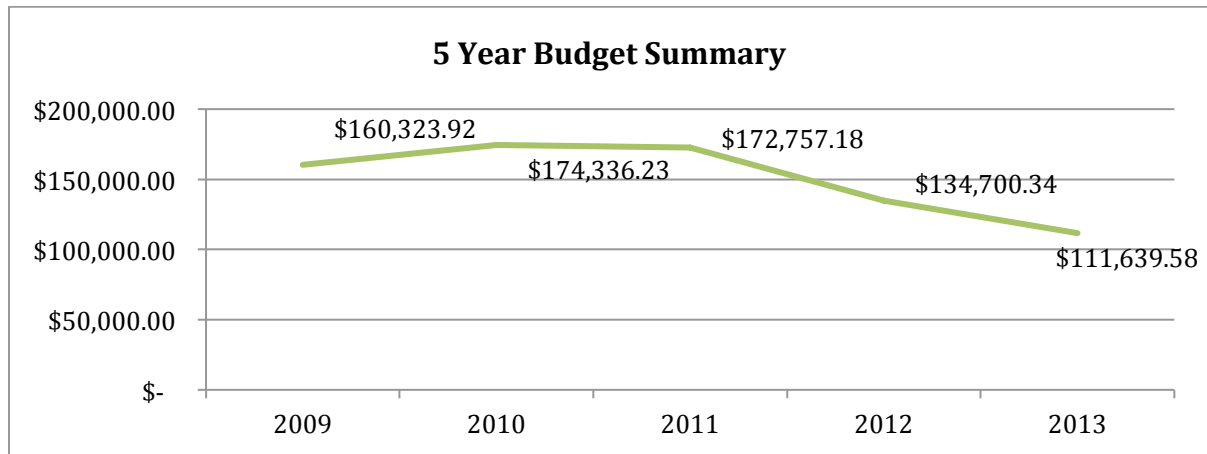
The coordinator is the chair of the assessment committee by position. This committee has been in place for five years. Prior to that time, the Student Learning Outcomes Task Force (SLOTF) worked with individual departments on designing learning outcomes. Since its inception, the assessment committee generally meets once a month with a break over the summer. Duties of the team have varied over time, but major accomplishments include the establishment of division learning outcomes and measures (including focus group questions, rubrics, and survey questions), the development of a program review process and handbook, the creation of an assessment report card, and the development of the assessment handbook for the division.

Staff Needs

Currently, we do not have any specific staff needs within our department. If the division desires more detailed reporting and analysis in the future, then we would need additional support.

Budget

The budget for our office is solely funded through E&G (Education and General) accounts provided through state funding. Below are charts highlighting our budget and expenditures over the past five years.



Budget fluctuations are explained by the retirement of a long-time department director in December 2010 who had a fairly high salary. Subsequently, a nonexempt position (the data analyst) was hired to assist the Coordinator of Student Affairs Assessment & Research. In 2012, student employee training funds were transferred into the account totaling \$10,000. Program review expenditures for all departments are initially incurred by Assessment and Research with funds transferred into our accounts from central funding. At some point, we may want to keep those funds with the Assessment and Research Department to save the time incurred by creating budget transfers to central accounts.

E&G funds are less discretionary than some other types of funding. Therefore, meals for program review, incentives for survey completion, and student employee training can occasionally cause concern. At this point, funds are transferred from central accounts to cover some of these expenses. At some point, it may be helpful

to create an account with discretionary funds as opposed to creating multiple transfers.

At this time, the Assessment and Research budget includes funding for Campus Labs and the student employment program. In the future, we may want to consider also including program review funds as well as those related to the swipe program, Accademia in the Assessment and Research budget. Funds have also been historically transferred from this account for student organization management programs (Collegiatelink in the past and now OrgSync). If this will continue to be paid for from this account, it may be helpful to also include those funds at the beginning of the year.

Facilities, Equipment, and Technology

Our current space and distribution of employees overall meets our needs in helping us achieve our departmental mission and goals. In the past, our space was overcrowded, which impacted our office's efficiency and privacy. Renovations were completed in Fall 2012 that allowed the data analyst to have a private office, and our student employee now shares an office with other student employees in the office suite. We currently do not have any major issues regarding our space nor do we anticipate any unless we increase the size of our staff. However, this may change in the coming month with changes anticipated in the department.

All offices within our department are accessible, provide a safe environment, and meet the ADA standards. The Student Affairs Assessment Coordinator's Office and the Data Analyst Office are adjacent to each other, which contributes to the ease of communication. However, our student employee's shared office is at the other end of the suite. Ideally, we would prefer the student employee office to be closer in proximity, but the situation is still manageable. We do not anticipate any changes to our current situation.

We update computers within our department on a three-year rotation. The technology in our department is adequate for majority of our needs. We each have our own desktop computer and a printer. Our student employee shares her computer with the other student workers in her area. This year, we are due to update the laptop used by the coordinator; however, as it is working well, we may wait another year.

Our department contracts with Campus Labs Software on an annual basis. This product is used for tracking learning outcomes with the use of rubrics, the tracking of performance indicators such as overall division satisfaction, and for the administration of surveys. In addition, we have an annual contract with Accudemia software, which allows us to track student usage within the division as well as schedule tutoring appointments.

Our department has 25 iPods that we use with both of these products for mobile data capture, which are loaned out as needed. Some departments will also choose to buy their own iPods and swipe readers for ease of data capture. This past year, we received capital funding to purchase 16 computers and swipe readers to assist departments in their department headcount tracking. These are being purchased for the 2013-14 academic year. Because of the nature of assessment being a broad reaching, division initiative, the coordinator occasionally works on the acquisition of other products such as OrgSync and Collegiatelink.

We currently do not foresee any projected needs in regards to equipment and technology other than updating our computers on the stated three-year cycle. Our department is currently in discussion with academic assessment to determine if a university-wide survey software would benefit the university.

Ethical and Legal Responsibilities

Because of the large level of data our department stores we have to ensure that we are secure. To do this, we store student files behind our university login in Box, which is a cloud storage solution available to everyone at the institution. As a general rule, we do not store student files on our computers. Because of the level of student data that we see, student employees require a background check before employment (as do exempt and nonexempt staff members). Department staff also adhere to FERPA requirements through not sharing student data unless legally allowed. High risk data is not stored.

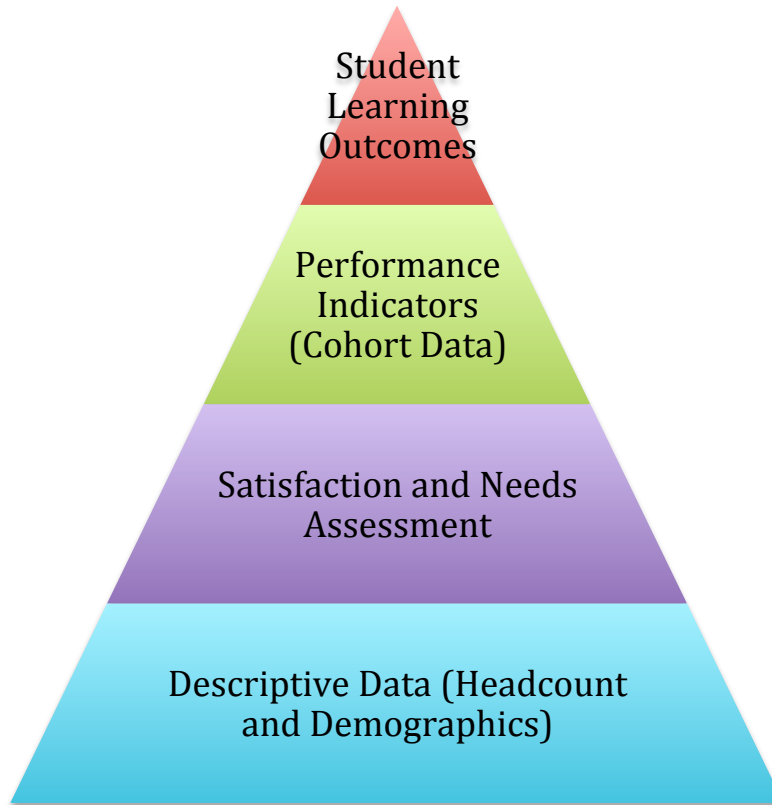
When surveys are administered, student email addresses are not shared; instead, staff within the Assessment and Research Office will upload these files. Data are shared with department directors and coordinators regarding students using their services or other information as needed for department programming and advising. All surveys where data is shared publicly through publication or presentation, or in any instance where data will be used for more than just program improvement, must receive IRB approval before our department will administer the survey.

Each of the computers within our department is located behind a firewall. Passwords are strong passwords and are not shared. All computers are protected by virus software and lock within five minutes of inactivity. All acceptable use policies addressed in the policy and procedures manual section 10-2 are adhered to.

Software programs on contract including Campus Labs and Accudemia adhere to the highest level of security, and departmental iPods using Accudemia are password protected. iPods used for survey administration, and any incentives for surveys are stored in a safe in the coordinator's office. Data are transferred wirelessly through both the Campus Labs and Accudemia applications.

Assessment and Evaluation

The Student Affairs Division frames assessment around the assessment pyramid, which is a concept developed by the Associate Vice President, Brett Perozzi, with the assistance of the Student Affairs Assessment Coordinator. The program review process encompasses all four levels.



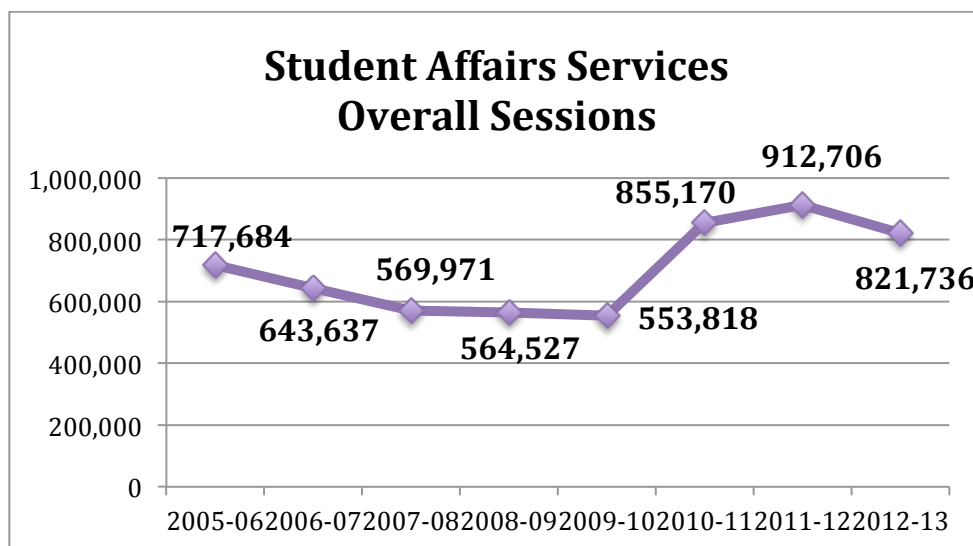
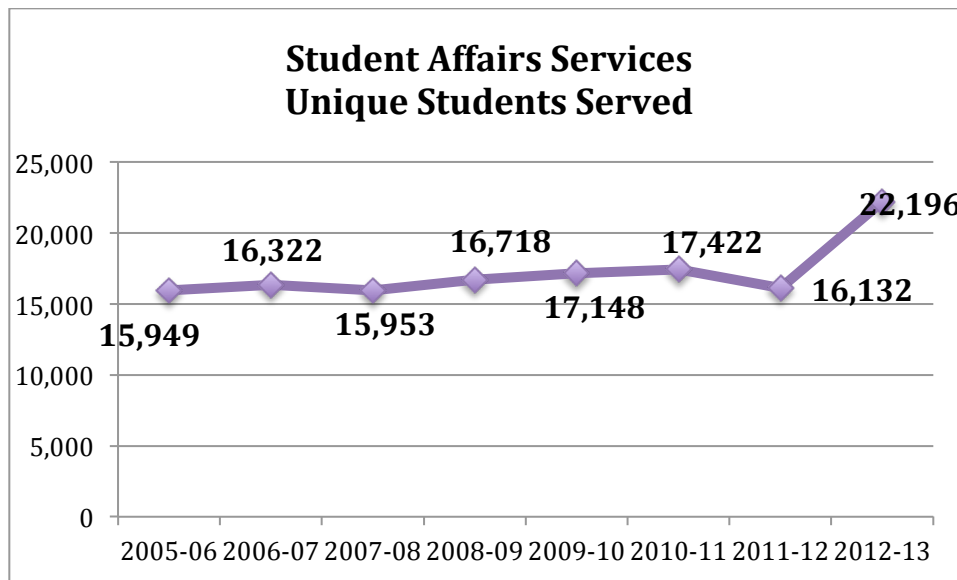
The levels of the pyramid were discussed in the programs and services section of this report in terms of the functional products and processes tied to them. In addition to designing our program and services around this model, annual reports and program review also follow a similar structure. The assessment handbook excerpt regarding the assessment framework is below:

Level I: Headcounts and Basic Demographics

The first level of the pyramid is the most basic. At this level, data is captured about student usage of programs, services, and facilities. How many students are using the services, attending programs, and frequenting facilities such as the recreation center? The first aspect/stage within this level is essentially a counting function, yet is important in evaluating general level of resource consumption by students and the campus community. Are new methods being effective, for example, has the marketing campaign increased web hits, has there been an increase in traffic associated with advertisements in the student newspaper?

The second stage within this level of the pyramid is the tracking of demographic information. In addition to understanding the level at which programs, services, and facilities are used, demographic information can be obtained to explain who is consuming those resources. What types of students are using a particular program or service? Does this shed light on why or how the program can be enhanced or marketed? For example, are primarily business students using Career Services, and how can that help the staff market and deliver career programs? Are we serving underrepresented populations with the frequency and in the ways we desire or promote?

In addition to gathering these data within the division, we also aggregate the overall figures annually for division and university reporting purposes.

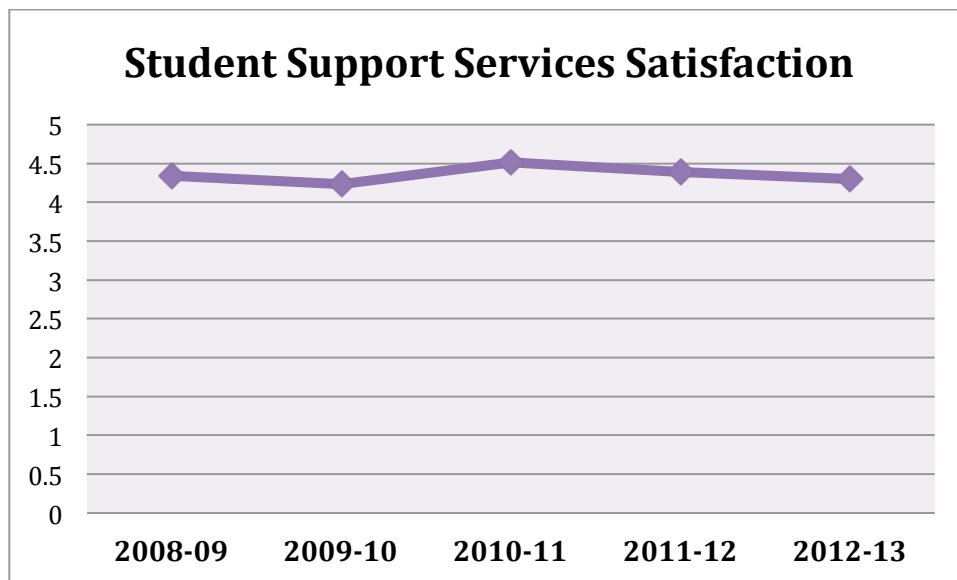


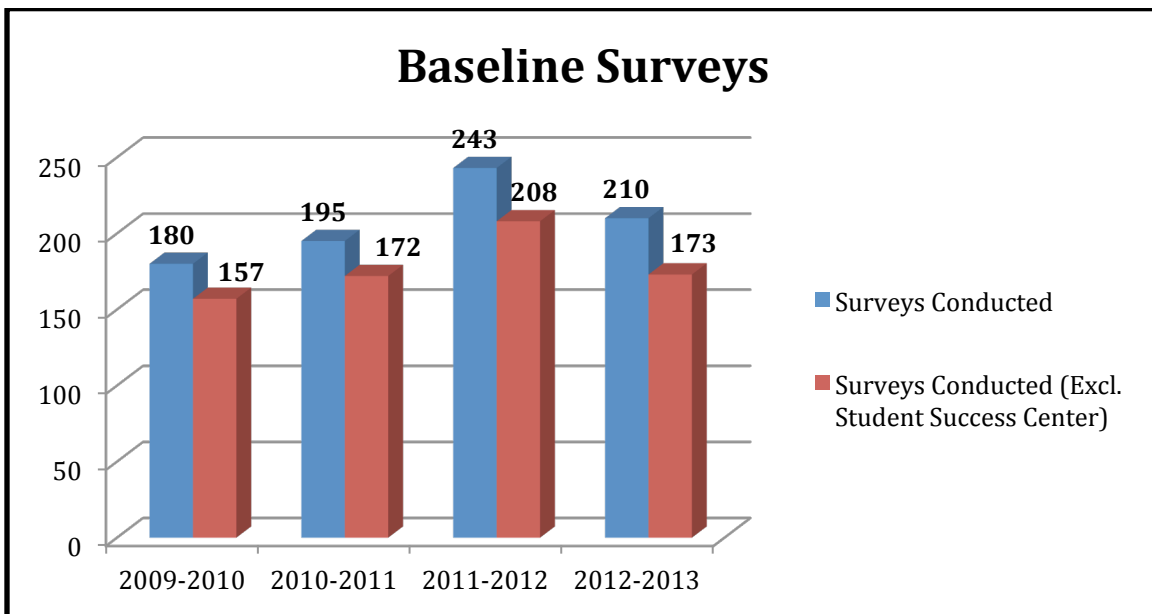
Level II: Needs Assessment and Satisfaction

In this model, gathering data on student needs as well as their level of satisfaction is integral to the assessment ethos of continual improvement. Both of these functions lend themselves to the use of surveys, yet focus groups and informal feedback can also be used to better understand needs and satisfaction levels of students and the university community.

This level is of vital importance at a programmatic level. What do the students want and/or need? And are we meeting those needs and desires? Creating and continuing programs that directly address these issues will streamline resources and provide data-informed decisions about modifications and improvements to specific programs and services. Satisfaction can be tracked over time to provide evidence of improvement or the need for change. There are a number of standardized instruments designed to elicit satisfaction information from students.

Annually, satisfaction question are aggregated from questions asked at the university level as well as those asked within individual departments. The chart below represents data gathered over the past five years.





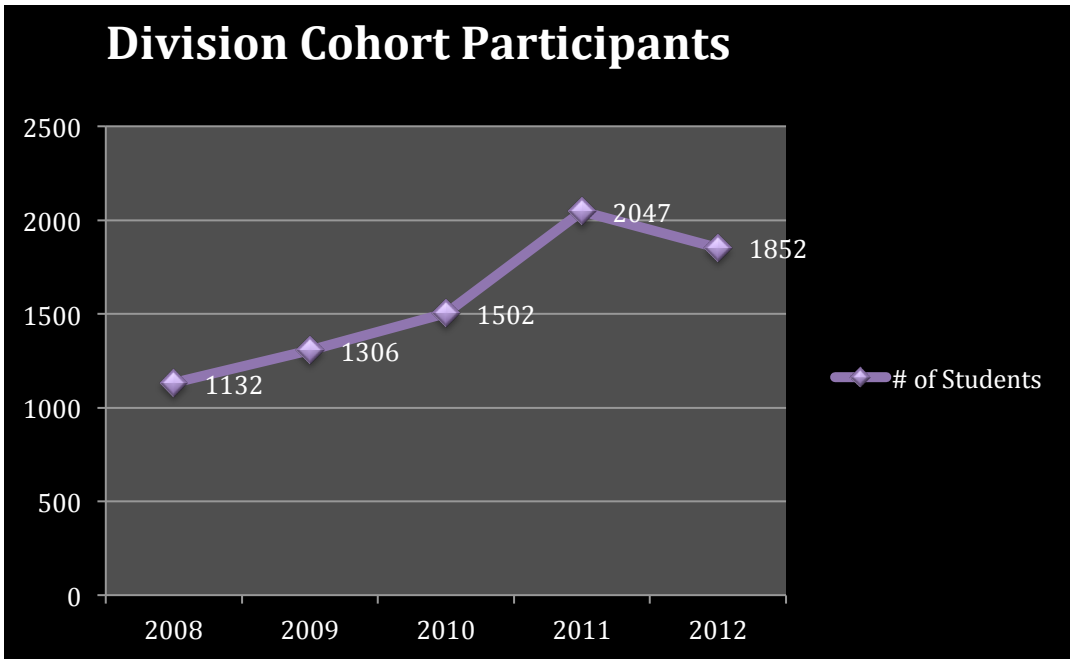
The assessment and research office conducts surveys primarily for the Student Affairs Division; however, we also consult with other areas across campus. The graph above shows the number of surveys administered over the past four years. While the Student Success Center (located within Academic Affairs in Enrollment Services) administers surveys through our system, we do not consult with them in survey design. As such, this is broken out in the graph.

Level III: Institutional Indicators

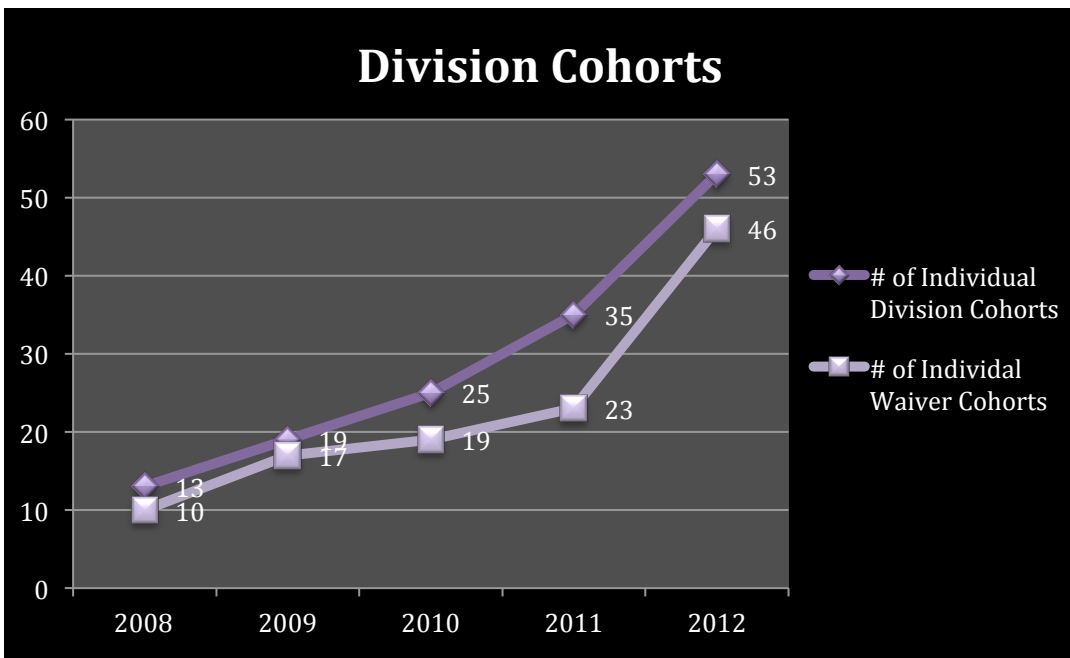
This level focuses on recruitment, retention, and graduation in student affairs assessment. The creation and tracking of student cohorts within certain programs or services assists with demonstrating success in recruitment, retention, and graduation. Students participating in Student Affairs programs and services can be tracked over time, and their performance can be reviewed in relation to similar students to provide an overall measure of success in these areas.

Many programs and services lend themselves naturally to the creation of logical student cohorts. Student government, Greek life, and student organization officers are easily identifiable, as are high school seniors involved in college outreach programs, and students involved in federally funded programs such as TRiO. At this level of the pyramid, it is possible to look broadly at all users of programs and services, and also at specialized or targeted populations of students with whom staff members work closely and regularly.

Cohort data is only captured at one point during the year. We have recently noted that we will also capture these data during the spring as well. Another issue is that students may be captured multiple times if they remain in a cohort for multiple years. While it would be nice to structure each cohort as a freshman cohort or to track attainment by class, it would make the amount of cohorts to be tracked unmanageable. This is a challenge that will continue to be investigated in the future.



This graph represents the number of students tracked overall for their participation in department cohorts.



This graph represents the number of cohorts tracked each year. Division cohorts are those reported by departments while waiver cohorts include those groups of students, by departments, who receive activity waivers. All of the cohorts are updated annually.

Level IV: Student Learning Outcomes

At this level Student Affairs administrators are creating learning outcomes for students and developing a methodology for measuring and reporting the results. This is the most complicated and time-consuming component of the model. Measurement of learning outcomes is paramount to this assessment model. Because Student Affairs does not teach specific content, the learning outcomes typically embraced closely mirror general education outcomes. This perspective allows us to help students achieve learning in broad areas such as interpersonal communication, problem solving, and critical thinking.

In 2012-13, a concerted effort was made to encourage departments to not only use these measurement tools but to do so centrally. While many departments did so, often information was captured on paper and not in a central online tool as one did not exist. During 2012-13 such an online tool to capture these data has been created, posted to the website, and shared with departments. We are hopeful that this will allow for learning outcome data to be captured accurately and effectively.

Assessment Handbook

To articulate this structure and to detail assessment processes overall, the assessment handbook was created in the 2011-12 academic year by the assessment committee. This handbook includes a lot of the same information that is captured in the self study and was designed for both new and established professionals within the division to have a reference guide for the assessment processes within the division. The handbook is available online at:

<http://www.weber.edu/wsuiimages/SAAssessment/assessmenthandbook.pdf>

Assessment Report Card

Assessment processes have continued to grow and expand over the past five years. While departments were once only completing headcounts and annual reports, there is now a comprehensive process in place. During 2010-11, a feedback process was created to allow departments to gauge how well they were doing in each of the assessment areas outlined in the assessment pyramid. In order to incentivize departments doing well, an award was instituted for the end of the year luncheon where one department is recognized for their work and awarded \$500 to go towards an assessment project in their area. Department leaders and Student Affairs Management Council members have reported that this is a valuable process. In the fall of 2013, an additional section was added to the report card specifically regarding learning outcomes as opposed to just capturing information regarding the six column model. A copy of the report card can be found at the following link:

<http://www.weber.edu/wsuiimages/SAAssessment/Assessment%20Report%20Card.pdf> The overall average for the division can be found on the same page as annual report information: http://weber.edu/SAAssessment/SSA_Annual_Rpt.html

Dissemination of Assessment Results

Dissemination of assessment results is an area in which our department could improve especially in regards to surveys. Cohort data and assessment progress reports are shared with departments in the spring. Headcount summaries are

shared with SAMC members monthly and aggregated into final numbers at the end of the spring semester. This is also when satisfaction data are aggregated.

Survey information dissemination varies. While departments have immediate access to information gathered in surveys, larger university wide surveys take a little longer to complete. Survey summaries are created each semester for these surveys. These are posted on the assessment website, and data from the surveys are share in presentations to new faculty, adjunct faculty, and with departments when specific information is available. In the past, this information has been shared with president's council and at director and program head meetings within Student Affairs and still is periodically. Data have also been shared with focus groups of staff in the division in the past, but this only occurred during one year.

In the future, it would be beneficial to have a set method of dissemination. While we have historically done well with staff and faculty, having more intentionality with students would be helpful. While statistics are shared on the website, there are not likely many students who see these statistics. Sharing data through Twitter has been attempted but not maintained, and in the initial survey mailings for a few surveys, a link was shared as to where statistics would be posted after the survey administration time. Sharing survey data and changes made based on assessment findings with students is an area in which our office can work to improve in the future.

Summary

Over the past five years, the Assessment and Research Department has changed a great deal. In addition to establishing annual planning cycles with data that reflects the assessment pyramid, a comprehensive program review program has been established. New tools have been purchased to assist with data capture, and processes have been established to let departments know how well their department is doing with assessment practices as compared to other departments. Division learning outcomes have been established with common measurement tools drafted for each of the seven learning outcomes. In addition, outside of assessment, our department has also coordinated the division student employment program since its inception.

Our department has done a great job with building a positive rapport across campus, which has been both helpful and sometimes challenging because of the extra work it has sometimes created. Departments within the division can all discuss and participate in assessment; however, the level of involvement varies by department. We will continue to build upon the positive practices already in place while paying special attention to areas of improvement that have been illuminated through this program review process.

Based on our reflection through this process we have articulated many areas that we should improve upon and will establish goals to better our department in key areas.

Areas of Improvement:

- **Training:** When Jessica was initially hired, we conducted many trainings throughout the year. At some point during the second year, it appeared that the division had reached a point of assessment training fatigue. While processes have continued to be refined, training is an area that can be improved upon greatly. Directors and coordinators in large part are aware of assessment overall; however, new hires and others within the division may not be as aware of the purpose of assessment within our division. Additional efforts should be made to bring everyone in the division to a similar understanding of assessment.
- **Annual & Strategic Planning -** While most departments have completed at least a portion of their strategic plan, this is still an area that can be improved. Strategic plans were due this spring, but it appears that departments and division leaders may benefit from additional consultation in completing their final drafts. Working with departments to establish how their annual planning models and strategic plans tie together will be a goal in this coming year.
- **Cohort Tracking:** Cohort tracking processes should continue to be refined in terms of ensuring that this process is manageable, that students are not captured twice, that departments are aware of how generalizable the results are or are not, and that this process is the most efficient as possible.

- Student Headcount: While Accademia does not meet the needs of all departments, we are able to use the system with the large majority of departments. Efforts should continue to tie together data captured within Accademia, OrgSync, and Blackboard tracking systems.
- Student Employment: In the coming years, a system or process for evaluating student employees should be investigated so that this process is similar across the division.
- Budget: An account should be created to assist with discretionary fund needs within the Assessment and Research Department such as food and gift card purchases associated with survey incentives, program review, and the student employment program. Funds should be moved to this account for Accademia and program review.
- Dissemination of Assessment Results - In the future, it would be beneficial to have a set method of dissemination. While we have historically done well with staff and faculty, having more intentionality with students would be helpful. While statistics are shared on the website, there are not likely many students who see these statistics. Sharing survey data and changes made based on assessment findings with students, staff, and faculty is an area in which our office can work to improve in the future.

Appendix A: Staff Profile

Research & Assessment Department Staff Profile

| | Professional | Classified | Student |
|-----------------------------------|--------------|------------|---------|
| Female | 1 | 1 | 1 |
| Male | | | |
| Degrees: | | | |
| PhD, EdD | | | |
| MA, MS | 1 | | |
| BA, BS | | 1 | |
| AA, AAS, Certificate, Etc | | | 1 |
| Years Experience in Field: | | | |
| None | | | |
| Less than 5 | | 1 | 1 |
| 5-10 | 1 | | |
| 11-15 | | | |
| 16-20 | | | |
| More than 20 | | | |
| Full Time | 1 | | |
| 3/4 Time (30 Hours/Week) | | 1 | |
| 1/2 Time (20 Hours/Week) | | | 1 |