

**Assessment and Research  
Program Review Action Plan  
Fall 2013**

Recommendation	Plan of Action	Estimated Completion Date
<b>Unit Mission, Goals, and Outcomes</b>		
Create a clear and intentional linkage to the division mission statement. Benchmarking mission statements of similar offices in the field is suggested.	The department will benchmark other department mission statements for other student affairs assessment offices and will revise the mission statement to more closely align with the division statement. Take themes from other department mission statements. Send to Brett and Jan to edit.	January 1, 2014
Add goals related to helping units explore how to collect and use data in more meaningful ways as well as a plan for incorporating a stronger research function within the office.	Work to draft overarching department goals for assessment area. Add goal related to having department use data.	June 1, 2014
<b>Programs and Services</b>		
The division needs time to work as a team and not in silos. The assessment and research office is encouraged to provide guidance and feedback in a group setting with less of a 1:1 approach so staff can understand the larger picture and support each other as the assessment program matures. Holding an "open house" where staff can drop---in to ask questions on projects or other things encourages accountability from the staff as well as an opportunity to hear from others about similar questions and issues.	Establish training opportunities for all staff including introductory trainings, follow up trainings, and sessions for departments to share their assessment practices. Ensure that trainings are approached in an engaging and collaborative way.	Begin to introduce staff trainings in spring of 2014 with complete calendar of annual trainings to be developed by August 1, 2014.

<p>Since the staff is struggling with “getting the big picture” creating diagrams or other visual tools showing the relationships and linkages would be warranted. In addition, the committee recommends creating an assessment plan and an assessment calendar (for the division as well as university--- -wide). We did not see evidence of an intentional or thematic assessment process in place to give structure. For example, mapping student learning outcomes in accordance with a specific division goals(s) each year makes assessment more manageable and meaningful. Each year, units could focus on assessing programs and services in 1--- -3 learning domains. In other words, encourage staff to assess with relevance and intentionality.</p>	<p>Diagrams have been created when the assessment handbook was created to illustrate linkages between planning models. We will make these more evident on our website as well as in trainings. We will also share the diagrams with the assessment committee to gather additional feedback.</p> <p>Assessment calendar has been created and is in assessment handbook. We will publish this to the website as well.</p> <p>Work with departments to create departmental goals that match or map to division goals. Ensure that programs and activities are mapped to this goal.</p>	<p>Publish to website by November 1, 2013.</p> <p>Begin to work with departments on departmental goals in August 2014. This can coincide with the departmental strategic planning process. Mapping will take place by January 2015 with all departments taking part by January 2016.</p>
<p>Due to some challenges on campus related to partner offices, the director often willingly took on additional roles and responsibilities outside of the division of Student Affairs. Directors were sometimes hesitant to ask for assistance due to the perceived campus workload. The committee recommends that outside responsibilities be turned back over to the appropriate partner offices since it appears issues have been resolved. The committee also suggests utilizing assessment staff (delegation is key) so they have a more sufficient workload and an understanding of the role their job plays in the organization.</p>	<p>As new staff are trained, additional responsibilities will be given. Responsibilities associated with other offices, specifically Institutional Research, have already been delegated. Processes associated with activity waivers and assisting other departments is now within Financial Aid. Survey delegation for other areas on campus will take place when a university-wide tool is purchased at the end of spring 2014. As of now, faculty surveys are being worked through the office of Institutional Effectiveness. Other divisional needs and student surveys will still come through the Assessment and Research Office. The Assessment and Research Office will continue to pull data for Student Affairs.</p>	<p>Effective immediately and ongoing.</p>

**Leadership and Staffing**

<p>Provide capacity building opportunities with SAMC. There is desire for education on assessment. Starting with an "Assessment 101" workshop is highly encouraged.</p>	<p>Beginning in December 2013, the Director of Student Affairs Assessment will sit as a member of SAMC. During these meetings, specific training opportunities and methodology for assessment hierarchy will be discussed and optimized. Explore the possibility of a half day SAMC assessment conversation. Work to create a division assessment plan.</p>	<p>Processes will be in place by June 1, 2014. Assessment plan to be created by December 2014.</p>
<p>The assessment committee is underutilized. Update the charge of the assessment committee so they can serve as liaisons and educators to units. This could be accomplished in a cross-functional management style or each person could represent his or her unit. The committee could be a powerful human resource to the assessment office and they can help build an assessment program that is undergirded and owned by each unit rather than the assessment staff.</p>	<p>At this point in time, because of the makeup of the assessment committee with some individuals wanting to learn more about assessment and others already exceling, a liaison model will not yet be employed. The assessment committee will continue to discuss overarching planning processes and ways to refine assessment within the division. A model where one individual from each department sits on the committee will be explored in the Spring of 2014. With committee planning, we can ensure that one representative from each department is represented on the assessment committee over a three year period.</p>	<p>Discussions on assessment committee charge and makeup will take place in May 2014.</p>

<p>As previously stated, the director has created a strong assessment program. One theme that came through quite often though is that the director IS the assessment program. This is not always healthy when trying to establish a long-term assessment culture. The director is very skilled and the division should take advantage of this by encouraging her to spend her time and talents on more advanced opportunities and techniques to grow the assessment program. The committee recommends evaluating job responsibilities.</p>	<p>Job responsibilities have been evaluated and revised. An assessment coordinator will be hired for FY 2015 to divide responsibilities and to ensure that time is devoted to working individually with departments as well as time to provide adequate training opportunities. In addition, the reworked position will allow for more research capacity in the department. The Assessment Coordinator will also begin to work on an approach to better institutionalize assessment within the division. This will not be a new position, rather the replacement of an existing position. This will start with a survey for division staff in fall 2013 regarding attitudes toward and knowledge of assessment, focus groups of individuals within the division in spring 2014, and trainings to begin in 2014.</p>	<p>June 1, 2014.</p>
<p>Include the Davis campus as an integral part of the assessment program.</p>	<p>Meetings and training opportunities are available regarding assessment are available for both locations. Departments work to assess services in the same way at both locations. The Davis Assistant Dean, Assessment Coordinator, and department leaders will meet to clarify how these processes seamlessly fit together or if there are misunderstandings/ways to improve these processes.</p>	<p>November 30, 2013.</p>
<p><b>Assessment and Evaluation</b></p>		
<p>Although there is an assessment report card in place, the committee feels that a negative connotation exists with the term "report card". It sets up a passing or failing mentality. Using a rubric to evaluate assessment plans provides objective feedback with a targeted product for success. Using the assessment team to play a role in the rubric feedback process would be a good way to increase capacity, to emphasize ownership, and can be quite efficient.</p>	<p>What was initially known as the assessment report card was renamed the assessment progress report in 2012. This name was decided on by the Assessment Committee and was designed in rubric format by that committee. We will however be more diligent in letting people know of the actual name if they use report card instead of progress report.</p>	<p>Completed.</p>

<p>Results and use of the data must be shared. The committee heard a few stories of how units did use their results and successfully argued for an increased budget or staffing or other needs. Find these people and make them the cheerleaders. The committee also recommends creating a newsletter to be distributed (electronically) 2---4 times a year to the university community. One faculty member involved in the conversation had no idea what student affairs assessment did and the type of valuable work going on. Feature in the newsletter several units who have had successful assessment projects, share the results, and provided evidence of the impact on student success and retention.</p>	<p>Assessment newsletter for the Division of Student Affairs will be created and distributed in February each year. Depending on feedback, the department will determine whether to increase the number of publications. After the initial publication, we will share with the faculty advisory committee and decide whether to share with a larger audience. Department assessment highlights will be shared in trainings, at DPH meetings, and recognized at the end of the year with the assessment award.</p>	<p>Newsletter published: February 2014.</p> <p>Department highlights shared: Beginning November 2014.</p>
<p>The committee suggests creating a “share your success” program. This can be as simple as having a unit take 15 minutes in a group meeting to talk about their results and challenges faced.</p>	<p>This will be incorporated with the recommendation above and shared at DPH, trainings, and at the end of year. In addition, an Assessment Fair will be piloted in July 2014.</p>	<p>Timeline will mirror the above recommendation. Assessment Fair: July 2014</p>
<p>Share results with students. This is one constituent area that is often forgotten. The committee suggests starting a “We heard your voice” campaign. Several successful methods include hanging professionally created posters containing data snippets gathered from a student survey and what changes were made on campus as a result of student feedback. Placing stats on university websites that students visit frequently is another technique. One more recent effort seen used has been to make this information part of the preview before a campus event like a movie.</p>	<p>This has been shared in the past via Twitter and with survey summaries on the department website. In addition, statistics are shared on the main assessment website. Student senate will be consulted for ideas of additional places to share these data. Additionally, departments have been encouraged to share assessment data on individual web pages. The Assessment Coordinator will work with SAMC members on the best roll out approach for department assessment pages.</p>	<p>Have Jan with student senate by April 1, 2014.</p>
<p>The committee suggests integrating some qualitative assessment into the program. Using semi---structured focus groups for feedback can provide richness to the data and create a holistic picture of student success. Having student stories to share often appeals to external constituents. The committee suggests creating an electronic “Share a Story” drop box. As staff interact with students and discuss the impact of programs and services and what students have learned through the interaction with a particular office, document these discussions. Putting a “face” to the data can have a positive impact for the university as a whole.</p>	<p>Focus groups are utilized in many departments including Women's Center, Nontraditional Student Center, and Tutoring. This methodology will be highlighted at a DPH meeting. "Share a Story" qualitative feedback instrument has been uploaded to Baseline and will be shared with DPH in the fall of 2013.</p>	<p>By December 1, 2013.</p>