Summaries of the 2013-14 Learning Outcomes-Based Assessment
Program Reports
San Jose State University, Student Affairs Division

During the 2013-14 academic year, 29 departments and programs in the Division of Student Affairs created and implemented learning outcomes focused on “Applied Knowledge,” one of San Jose State University’s Learning Goals. Our learning goals congregated in three thematic areas: Services/Programs, Students’ Career Development and Community Engagement and Marketing. A condensed summary of each department’s initiative follows. More detailed assessment and learning outcomes information is located on each program’s website.

Accessible Education Center (AEC)

Melodie Cameron, Assessment Lead melodie.cameron@sjsu.edu

Overview: As a critical component to assisting students with disabilities in understanding and managing their disability(ies) in an independent university system, as well as in their daily life activities, AEC counselors engaged in the interactive process with individual students. The interactive process assisted students to identify their disability(ies) and was instrumental in students’ gaining self-awareness and understanding of the impact of their functional limitations. By way of student self-report, appointments were scheduled to meet with an AEC counselor to engage in the interactive process. The interactive process was standardized and conducted in a manner which allowed students to present their perception pertaining to their disability(ies) and impact of their functional limitations. Referring to disability documentation in conjunction with student self-report, and disability knowledge, counselors educated students when students’ perception did not match accurate disability-related information. The AEC Learning Outcomes continued to be vital to the academic success of students with disabilities. To this end, the AEC has maintained its process of ascertaining students’ skill sets with respect to students’ knowledge of their disability and accompanying functional limitations.

Learning Outcomes:

1. After an initial intake interactive process with an AEC counselor, student will be able to name and describe his/her specific disability with ease and provide concrete examples of how the functional limitation of his/her disability impacts the student in an academic setting within the semester in which the student registers with AEC as measured by Indirect Measures (Questionnaires) and Direct Assessments (Behavioral Observations, Case Study, Oral Example.)
In response to the first question on the AEC Confidential Student Intake Form (assesses perceptions), “What is the name of your disability (ies)? If the particular name of your disability is not coming to mind, simply explain what the disability is in a few words.” Following the student’s self-report during the intake session, the counselor discussed the response with the student and recorded the student’s oral response on the Electronic Learning Outcomes Counselor Response Sheet (assesses actual knowledge) using the following scale to determine whether the objective was met: “Yes, Somewhat, or No”.

Result: Outcome met. After students engaged in the interactive process with an AEC counselor, 53 of the 56 who “could not name their disability(ies) or explain the disability(ies)” were able to do so at the conclusion of their appointment, resulting in 94.6% increase in disability knowledge obtained. Forty one of the 87 students who could “somewhat name their disability(ies) or explain the disability(ies)” could concretely identify and explain at the conclusion of the appointment, resulting in a 47% increase in disability knowledge obtained.

2. After an initial intake interactive process with an AEC counselor, student will be able to:
   a. identify the potential impact of the functional limitations of his/her disability on specific curriculum requirements;
   b. identify reasonable accommodations; and,
   c. communicate to professors the need for curriculum-related accommodations within the semester in which the student registers with the AEC (Measurement identical to #1)

In response to the second question on the AEC Confidential Student Intake Form (assesses perceptions), “Provide at least one example of how your disability(ies) impacts you in your daily activities (i.e., in the classroom, studying, taking test, reading, etc.)” Following the student’s self-report during the Intake session, the counselor discussed with the student his/her response and recorded the student’s oral response on the Electronic Learning Outcomes Counselor Response Sheet (assesses actual skills demonstrated) using the following scale to determine whether the objective was met: “Yes, Somewhat, or No”.

Result: Outcome met. After engagement in the interactive process with an AEC counselor, 41 of the 47 students who “could not provide at least one example of how their disability impacts them in their daily life” were able to do so at the conclusion of the appointment, resulting in an 87.2% increase in disability knowledge obtained. Twenty eight of the 72 students who could “somewhat provide at least one example of how their disability(ies) impacts them in their daily life” could concretely do so at the conclusion of the appointment, resulting in a 39% increase in disability(ies) knowledge obtained.

LIMITATIONS

The AEC implemented an Electronic Learning Outcomes Counselor Response Sheet to streamline data collection process and minimize duplication of clerical procedure for professional counselors. This change in tracking method presented challenges in recording data in real time due to staffing limitations and high volume of new and returning students to AEC.

Additional Information:


Career Development Learning Outcomes:

1. After two weeks of training, student workers will:
   - Demonstrate their data entry ability in AR Module of Accounting Software.  
     *(Direct Measure: Rubric)*
   - Demonstrate their ability to handle and distribute a completed AP check run.  
     *(Direct Measure: Rubric)*
   - Demonstrate their ability to successfully handle the filing workload for the department.  
     *(Direct Measure: Behavioral Observation)*

2. After one to three months, the student worker will demonstrate their ability to complete basic financial reconciliations.  *(Direct Measure: Rubric)*

Overview/Findings: Learning outcomes met. Student worker is mentored and given support in learning and assessing one’s performance with the various levels of accounting tasks. During his/her first semester, the worker is classified at the beginning level and typically learns basic data entry, check run distribution, and handles the filing load and copy requirements of the department. With 2 or more semesters of training and experience, the student worker increases toward the advanced level, expanding one’s learning curve, production and accuracy rate, and becomes increasingly valuable to the department.

Implications: These learning outcomes will be repeated as developed again in FY 2014-15. Infusion of learning outcomes will be implemented with future employees and utilized to support progress reports and performance appraisals and help students in assessing their level of skill sets.

Additional Information:

Assessment: [http://dev.sjsu.edu/studentunion/aboutus/assessment.html](http://dev.sjsu.edu/studentunion/aboutus/assessment.html)

Learning Outcomes: [http://dev.sjsu.edu/studentunion/aboutus/learning_outcomes.html](http://dev.sjsu.edu/studentunion/aboutus/learning_outcomes.html)
Career Development Learning Outcomes: (Direct Measure: Pre and Post-Activity-tests and Behavioral Observations):

1. By attending monthly safety trainings in the spring semester, Aquatic Center Lifeguards will successfully demonstrate adult, child and infant CPR and rescue breathing care by directly applying these life saving techniques on a rescue manikin. Lifeguards will also articulate the 5 steps of the lifeguard primary assessment of victims in the post-training test at the conclusion of the 2014 spring semester.

2. Aquatic Center lifeguards attending the initial semester training will learn and demonstrate, through a provided scenario, the steps to activate and manage the facility’s Emergency Action Plan.

Overview/Findings: Learning outcomes met. The lifeguards attending the initial staff training in fall, 2013 and were given pre-tests. Additional training sessions were held. After taking the pre-test, each lifeguard then physically demonstrated the emergency care on a manikin. At the conclusion of this training, the guards took a post-test, the results of which were significantly higher.

Implications: The administrator noted the emergency care demonstration helped refresh the lifeguards’ skills, contributing to the higher scores on their post-tests. Continuation of this safety training and addition of the learning outcome assessment process to keep the staff abreast of their emergency skills and maintain a safe environment is planned in AY 2014-15.

Additional Information:

Assessment: http://dev.sjsu.edu/studentunion/aboutus/assessment.html

Learning Outcomes: http://dev.sjsu.edu/studentunion/aboutus/learning_outcomes.html
Learning Outcome: After working with A.S. at least one semester, 75% of the student staff, board and committee members will demonstrate:
   a. confidence in their ability to lead,
   b. a sense of belonging or sense of community and,
   c. leadership as measured by a questionnaire at the end of the academic year. (Indirect Measures—Questionnaires)

Findings: Learning outcomes met. Only 40 out of 180 students responded to the survey. Of those returning surveys, 100% of responders indicated that they Strongly Agree or Agree to their ability to lead after answering 10 questions that inquired of such abilities. Another 100% of responders indicated that they Strongly Agree or Agree that they have a sense of belonging or a sense of community & pride. High commitment to shared leadership and leadership development as reported by ranking of 1.3 on a scale of 5; (1=Strongly Agree.) was discovered from the questionnaire analysis.

Implications and Next Steps: For future assessment planning, the team will focus on instrument modification by revising the reporting scale and shifting to a pre and post-assessment process to determine impact and intentional learning. The team plans to seek ways to obtain a higher percentage of participation which will benefit further assessments since 40 responses/180 was less than ideal. They also plan to engage supervisors to ensure time is allocated for questionnaire completion.

Additional Information:

Assessment: http://as.sjsu.edu/aboutus/index.jsp?val=assessment

Learning Outcomes: http://as.sjsu.edu/aboutus/index.jsp?val=learning_outcomes
Career Development Learning Outcomes (Direct Measures: Behavioral Observation plus Roleplaying and Written Examinations):

1. Within 6 months of hiring, student staff will be able to demonstrate their knowledge of the protocol for managing medical emergencies, ticketing conflicts, and crowd management issues during events without direct supervision as measured by role playing, in-service evaluation and written examinations.

2. After 3, one-on-one trainings, the student box office staff will be able to independently assist customers in purchasing tickets and processing ticket orders with accuracy, to include selecting correct events and seating based on diagrams and inventory as assessed by in-service evaluation and a written exam.

Overview/Findings: #1: After training and mentoring, 92% of the student staff rated at excellent or satisfactory levels. Learning outcome met. Student staff were able to assist customers and upload their mobile ticket on their smartphone, problem solve and ticket the customers’ choice of ticket delivery successfully. #2. 80% of the student staff rated at excellent or satisfactory. Learning Outcome met.

Additional Information:

Assessment: [http://dev.sjsu.edu/studentunion/aboutus/assessment.html](http://dev.sjsu.edu/studentunion/aboutus/assessment.html)

Learning Outcomes: [http://dev.sjsu.edu/studentunion/aboutus/learning_outcomes.html](http://dev.sjsu.edu/studentunion/aboutus/learning_outcomes.html)
Kristin Kelly, Assessment Lead  Kristin.Kelly@sjsu.edu

Career Development Learning Outcome: Student Union Staff will increase their knowledge regarding safety in the workplace during the spring 2014 semester by attending a minimum of two training sessions and scoring 10% higher on the post-test at the end of training.  (*Direct Measure: Pre and Post-test*)

**Overview/Results: Outcome met.** Prior to the training, a pre-test of 10 questions was given. A spreadsheet was created to track each participant’s progress after each training session. The 3 trainings results showcased an increase of 22%, 26% and 20%, respectively in correct answers. Employees increased their knowledge by an average of 23% overall at each training.

**Next Steps:** Track pre and post testing of a minimum of 4 safety trainings in the future. The lead is considering implementing another learning outcome at the end of the calendar year.

**Additional Information:**

**Assessment:**  [http://dev.sjsu.edu/studentunion/aboutus/assessment.html](http://dev.sjsu.edu/studentunion/aboutus/assessment.html)

**Learning Outcomes:**  [http://dev.sjsu.edu/studentunion/aboutus/learning_outcomes.html](http://dev.sjsu.edu/studentunion/aboutus/learning_outcomes.html)
Overview: A College Engagement Conference was offered to under-represented first-generation, pre-college-age students with a goal of increasing the numbers of students interested in higher education and providing prospective students and their families with financial aid and tools for academic success in college. Learning outcomes were developed for the presentations and workshops offered at the event.

Community Engagement/Marketing Learning Outcomes (All Direct Measures-Pre and Post-Tests):

70% of the community conference participants will be able to

1. Explain the concept of A-G requirements. Findings/Implications: Outcome partially met. Although participants ranked their understanding high or moderate in 85% of the cases, their written responses were incomplete or demonstrated a lack of understanding. Next Steps: Presenters will revise the workshop, simplifying and focusing more on the application process of A-G requirements.

2. Have a basic understanding of the financial aid process. Findings/Implications: Outcome partially met. 100% of the participants ranked their understanding high or moderate. They answered 2 of the 3 questions correctly 85% of the time, but couldn't identify the 3/1 deadline. Next Steps: The team will emphasize these contents more in the future, revising the learning outcome to be more specific.

3. Share 2 actions that will increase their chances of getting into college. Findings/Implications: Outcome met. 70% of the respondents could list 2 actions. Next Steps: Place increased emphasis on the actions in future presentations will be the focus of the presenters in the future.

4. Correctly identify the CSU application period. Findings/Implications: Outcome partially met. Only 7% on the pre-test and 17% on the post-test of the respondents could identify this answer. Next Steps: For the future, workshop content must be revised, presenters will be requested to simplify the content and re-enforce the learning expected. Restructuring content to appeal to the learning styles of the audience will also be considered.

Additional Assessment Information: coming
Learning Outcome: After participating in a classroom presentation on resume development, 80% of the students will demonstrate basic resume development skills by identifying 3 components of an effective resume on the post-event questionnaire. *(Indirect Measure: Questionnaire reviewed by the Presenters)*

Overview:

- The Career Center team identified the key components of an effective resume, incorporating them into resume-focused classroom presentations and creating a post-event questionnaire to ascertain new knowledge gained.
- Presenters reviewed 224 completed questionnaires and scored them 0-3, results of which were entered into a Survey Monkey form to track the results to be analyzed.

Findings: Learning outcome achieved. 81.45% correctly listed all 3 components, surpassing our original goal of 80% and validating that students are learning what we hoped from these classroom presentations. Through this process, the team also discovered that students do not consistently complete the Resume Webshop assignment prior to an Advanced Resume Presentation/Workshop. Consequently, we have revised the curriculum by merging resume basics with the advanced resume material to create a combined workshop that better addresses the steps, A to Z.

Implications/Next Steps: The Career Center will annually assess the value and effectiveness of our programs and services with the following purposes in mind:

1. Continually improve existing programs/services that are valued by our students, eliminating those not adding value.
2. More critically and systematically consider the addition of new programs/services.

After analyzing the 2013-14 data, the Career Center team will continue collection of the same resume presentation LOBA for 2014-15, allowing us to track the results over time.

Additional Information:


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Career Development Learning Outcome: The technicians will use tools to analyze the effectiveness of the security measure they have put in place with at least a 90% success rate as measured by the supervisor’s review of logs and reports.  

(Direct Measure: Records/Logs)

Overview/Implications: Learning outcome partially met. The Assessment Lead established the learning outcome, training and assessment/analysis procedures. Before implementation, however, the 2014 student worker left employment, and as a result, the learning outcomes assessment project was put on hold until a hire could be made. The learning outcome process will be deployed in AY 14-15 with a newly-hired computer technical worker.

Additional Information:

Assessment:  http://dev.sjsu.edu/studentunion/aboutus/assessment.html

Learning Outcomes: http://dev.sjsu.edu/studentunion/aboutus/learning_outcomes.html
Learning Outcome: After participating in a Stress Management Workshop, 80% of the attendees will be able to list 2 stress management techniques. *(Indirect Measure: Survey)*

Overview: Previously, the team utilized satisfaction instruments to assess the students’ perceived value of their workshops and individual counseling sessions. In 2013-14, the team added this learning outcome to determine whether participants were gaining the targeted new knowledge after attending the stress management workshop. They reworded the item: “Please list 1-2 skills you learned and will use from this workshop.”

Findings: Learning outcome partially met. 85% of the attendees responded to the survey. The team discovered that 70% of the workshop attendees listed only one technique. Few could list two techniques that they learned and will use.

Implications: The team is planning to explore ways to increase the response rate to the survey. They are also revising the wording to be more specific: “Please list 2 techniques you learned and will use from this workshop.”

Additional Assessment Information

http://www.sjsu.edu/counseling/About_Us/Assessment_Reports/index.html
Learning Outcome: Through development and implementation of an enhanced Communications Plan, newly-admitted freshman will develop and apply the necessary skills to navigate complex processes to successfully complete the SJSU ELM/EPT requirement as documented in PeopleSoft. (Direct Measure: Records, Behavioral Observation)

Overview: The team developed steps to change and enhance our Communication Plan targeting admitted students for completion of the ELM/EPT requirement. Language was taken out of our communications using the term “and/or” to describe this requirement since qualitative feedback from previous years indicated this was a point of confusion. Students were messaged with language indicating specifically which exam they needed to take rather than reminding students who owed us exams about the requirement in general. The plan was implemented with new student learning to be documented by checking records in PeopleSoft.

Findings: Designed by the team to enhance marketing and the subsequent students’ navigation of the process to complete the SJSU ELM/EPT, this learning outcome was met. There was also a 50% reduction in the number of students who didn’t complete the process adequately compared to the previous year. We discovered that fewer students took one exam when they needed to take both or took the incorrect exam this year.

Implications/Next Steps: The changes that we made to communicate more clearly and with greater specificity to the cohort of non-exempt students’ needs to be carried through to our messaging to students who are conditionally exempt. The team will continue to improve our communication plan during AY2014-15 to enhance student learning for the class entering SJSU in AY 2015-16.

Additional Information:

Assessment: http://www.sjsu.edu/enrollmentservices/assessment
Learning Outcomes:

1. *Using Indirect Measures (Surveys)*, students attending the Financial Literacy Workshops will:

   a. Score 80% on the post-test demonstrating their knowledge of the various steps to complete the financial aid process. **Findings:** Outcome partially met. 85.17% of the students scored at least 80%.

   b. State two important dates relevant to the financial aid process. **Findings:** Outcome partially met. 67.2% of the students got both deadlines correct. and,

   c. Increase at least one step in understanding the financial aid process on a post-event survey. **Findings:** Outcome partially met 81.42% of the students reported an increase of at least one step in their level of knowledge.

2. **Learning Outcome:** *(Direct Measure, People Soft Records/Observation)* As a result of the new Marketing and Communication Plan, the number of students completing their financial aid files by the 5/30 deadline will increase 10% over the previous year. **Findings:** Learning outcome met. A total of 19,290 applications (compared to 16,855 the previous year) were completed by the priority deadline.

**Overview/Findings:** Four Financial Literacy Workshops were delivered to support students in the completion of their financial aid applications. Students rated the workshops, 4.65 “very helpful” on a scale of 5, (high). Surveys were distributed at the end of each workshop. **Learning outcomes were partially met.**

Relevant to the Marketing Plan, the team created a multifaceted communication plan (fliers, social media, posters, Facebook, etc.) collaborating with Associated Students and Enrollment Services to reach the greatest number of students. After checking the FAFSA and Dream Act Application completion records in PeopleSoft, the team concluded that the students learned the applied knowledge and the **Learning Outcomes were met.**

**Implications/Next Steps:** For the future assessment cycle, the team will expand their plan by sending out additional reminders of the FAFSA and CA Dream Act deadlines/processes, concentrating especially on campus housing residents and student clubs. To strengthen the intended learning in the workshops for the upcoming cycle, the presenters will reinforce the application deadlines as a next step at the end of the sessions in addition to including it in the presentation content.

**Additional Assessment Information:**

**Assessment Learning Outcomes:** [http://www.sjsu.edu/faso/about_us/assessment/](http://www.sjsu.edu/faso/about_us/assessment/)

**Learning Outcomes:** [http://www.sjsu.edu/faso/about_us/learningoutcomes/](http://www.sjsu.edu/faso/about_us/learningoutcomes/)
Learning Outcome: Graduate students attending a one-hour graduation workshop will indicate through a pre and post-test an increased level of knowledge about university and department-specific requirements for graduation by improving their score 25%. *(Direct Assessment Measure-Pre & Post Test)*

Overview:

- The GAPE Team found that many grad students were unclear about applying for graduation.
- The Team developed a workshop to demystify the process and requirements. A 10 question-test (pre and post) was also developed to ascertain learning.
- The pre-test was administered to determine how much knowledge the workshop participants already possessed related to graduation requirements.
- Pilot workshop was offered to Counselor Education students who had been invited through MySJSU followed by a post-test, a replica of the pre-test.

Findings: Learning outcome met. On the Pre-test: 54% of the questions were answered correctly; Post-test: 87%, yielding a 61% increase in knowledge gained which surpassed the original 25% improvement anticipated by the team. The team anticipated the test would take 5 min to complete and discovered it took 10 minutes. Students expressed thanks for the workshop because not only were they being advised of program requirements, most were not sure of the university requirements. They were also grateful for the opportunity to have their questions answered by the program advisor. Students who were not able to attend the workshop requested presentation slides.

Implications/Next Steps: Find a better time to offer this presentation. Two hundred had been invited to the evening presentation. Only one workshop was offered; schedule multiple sessions next time.

Additional Assessment Information: [http://www.sjsu.edu/enrollmentservices/assessment](http://www.sjsu.edu/enrollmentservices/assessment)
Career Development Learning Outcomes:

1. After 2 months of mentoring, the designers will demonstrate his/her concept of deadline efficiency through a reduction of fragment, text, image, typo, and quality errors of 10% as recorded on a project completion log. *(Direct Measure-Project Completion Log)*

2. With coaching after each meeting attended, graphic designers will progress along a 5-step Meeting Improvement Rubric by at least one step every semester. *(Direct Measure-Rubric)*

3. Graphics staff will increase their range of design experience through on-the-job training by crafting materials for at least 3 different mediums every month for 3 months, with at least 7 distinct mediums across the 3-month period. *(Direct Measure-Project Completion Log)*

Process/Findings: Each learning outcome was met.

1. Manager compared documented statistics (errors made) at 2 separate points in time and noted that errors correlated directly with “rushed orders.” Although this measurement doesn’t reflect the quality of the designer’s accuracy very well, it does reflect upon the quality of workflow management through the department.

2. Two separate evaluators assessed the ability of the workers to contribute and participate in meetings in addition to behavioral observations. Both designers met and exceeded goals, averaging 1.5 steps gain on the rubric.

3. Manager compared documented statistics at 2 separate points in time and the number of types of collateral created was compared every 3 months as recorded in log. Both designers far exceeded the goal, each completing 7 distinct items in 1 month.

Implications:

1. This tool lacked validity. Adding a peer review process would reveal designer’s ability to grow.

2. Continue using this rubric to support skill development transferrable after graduation to the global workplace.

3. While meeting the goal was great, raising the goal higher/including flexibility based on incoming workflow would be advantageous.

Additional Assessment Information:

Assessment:  [http://dev.sjsu.edu/studentunion/aboutus/assessment.html](http://dev.sjsu.edu/studentunion/aboutus/assessment.html)

Learning Outcomes: [http://dev.sjsu.edu/studentunion/aboutus/learning_outcomes.html](http://dev.sjsu.edu/studentunion/aboutus/learning_outcomes.html)
Learning Outcome: After student workers’ attendance at New Hire Orientation, workers will demonstrate their understanding of the sections covered by marking their ability to understand each section on 1-10 scale and scoring 90% or better on the post-event assessment. (Career Development-Direct Assessment, Pre and Post-Test/Rubric)

Overview/Findings: Learning outcomes met 26 new student employees were given a pre-workshop assessment followed by a post-training assessment after the orientation was given on risk management, payroll, personnel services, customer service, Student Union facts, safety, record retention etc. Majority of employees provided correct answers on the post-test. Improvements from the pre to the post-test ranged between 0-4 more correct answers. A 5-scale rubric was implemented with two student workers’ performance ratings: 5 high. Results were: 36.4%-5 rating, 45.5%-4 rating and 18.1%-3 rating.

Implications: Rubric will be utilized in AY 14-15 as an excellent way to provide feedback to students and assess their learning. Pre and post –test supported students in understanding priorities and re-emphasized important skills for application on the job.

Additional Information:

Assessment:  http://dev.sjsu.edu/studentunion/aboutus/assessment.html
Learning Outcomes:  http://dev.sjsu.edu/studentunion/aboutus/learning_outcomes.html
Gloria Robertson, Assessment Lead  Gloria.robertson@sjsu.edu

Learning Outcome: After training, Information Center Staff will raise their average score by 20% from the pre to post-test on the SU Expansion and Renovation Project. *(Direct Measure)*

Findings: Outcome partially met. Workers completed a pre-test on the knowledge of the subject, participated in training and then completed a post-test. Since they achieved 85%+ on the pre-test, a 20% increase was statistically unattainable on the post-test. Most of the workers achieved 100% on the post test, averaging a 15% increase, not 20%. The students were already knowledgeable on this topic and perhaps a more challenging topic/instrument could be developed or possibly exchanging this pre and post-test assessment with another topic or measure would prove more beneficial and challenging.

Next Steps: With the opening of the new Student Union, the assessment lead is considering implementing the following learning outcome with the workers: Information Center team will successfully transition to its new location maintaining a 70% “questions successfully answered” customer service rating during the semester measured by __________. Measurement to be established.

Additional Information:

Assessment:  [http://dev.sjsu.edu/studentunion/aboutus/assessment.html](http://dev.sjsu.edu/studentunion/aboutus/assessment.html)

Learning Outcomes:  [http://dev.sjsu.edu/studentunion/aboutus/learning_outcomes.html](http://dev.sjsu.edu/studentunion/aboutus/learning_outcomes.html)
Learning Outcomes: At the conclusion of the Fall Peers in PRIDE mentoring program (PIP), mentees will be able to identify:

- 2 ways they can practice self-care (e.g. physical, emotional, and/or spiritual).
- 2 ways they can be good listeners.
- 3 modalities of non-verbal communication as measured by Direct Measures: Pre and Post-Tests, Essays and Behavioral Observations during Focus Groups.

Overview: In summer 2013, the team updated our assessment process for the Peers in PRIDE (PIP) mentorship program, a 5+ year collaborative effort between the SJSU LGBT Resource Center & Counseling Services. From the PIP seminar course, pre and post -tests were administered to gather specific data on workshops and skill building exercises. Participants were also assigned an essay at the end of the semester to find out what they felt they attained from the program and an end-of-the -year wrap-up (similar to a focus group activity) for these students to voice how they felt the program impacted them and what they had learned in the process.

The analysis of the Peers In PRIDE mentor pre/post and mentor program evaluation for the spring of 2014 included: a. Pre-assessment surveys which were conducted during our spring retreat, b. Post assessment surveys which were conducted at our 5/14 final meeting session and, c. Program evaluations conducted and a final reflection paper also collected at the final 5/14 meeting session.

Findings: Outcomes met. The mentors found the peer counseling seminar sessions most helpful and could identify ways in which they can be good listeners and surfaced non-verbal communications such as reflecting emotions and paraphrasing. They could also articulate self-care practices, the most frequently identified of which were working out/exercise and spending time with friends.

Implications/Next Steps: The team determined that there are possibly too many data points attempted to be measured. Even though the team was not able to gain as much perspective as anticipated from the pre/post text analysis, there appears to be enough data to conclude the program has been successful in its goals of student learning, i. e., teaching mentors how to practice self-care, become stronger listeners, and understand non-verbal communication. After an analysis of our pre/post-tests, the team also highlighted some needed survey revisions for the coming year.

Career Development Learning Outcomes (Both Outcomes Met):

1. Within the first 6 months of hiring. The student staff will acquire the ability to proficiently use hand tools & to select the proper tool for a specific task as measured by behavioral observation. (Direct Measure—Supervisor Observation)

   **Process:** Students were provided shop training 2x per month and regular in-service trainings on minor maintenance repairs

   **Results:** Workers increased in confidence/increased efficiency. Service/response times improved.

2. Student staff will acquire the ability to a. Consistently arrive to work on time & be prepared to start work at shift’s beginning. b. work in a safe/responsible manner as measured by records. (Indirect Measure: Records).

   **Process:** Twice monthly safety trainings were conducted, emphasizing importance of professional work standards.

   **Results:** Worker tardiness decreased significantly. Enforcement of penalties when tardiness occurred resulted in reduction of this behavior. No workplace injuries occurred and worker confidence improved.

**Implications:** Continue with both learning outcomes/these trainings next season to enhance worker ownership, hold them accountable to these high standards and promote department efficiency. Doing so also results in worker’s understanding the critical nature of the service and its impact on fulfilling the mission of SJSU.

**Additional Information:**

**Assessment:** [http://dev.sjsu.edu/studentunion/aboutus/assessment.html](http://dev.sjsu.edu/studentunion/aboutus/assessment.html)

**Learning Outcomes:** [http://dev.sjsu.edu/studentunion/aboutus/learning_outcomes.html](http://dev.sjsu.edu/studentunion/aboutus/learning_outcomes.html)
Maggie Morales, Department Assessment Lead, Maggie.morales@sjsu.edu

Learning Outcome: After participating in the Veteran Networking Event and learning about the opportunities to become better connected at SJSU, Student Veterans will be able to identify at least 1 peer Veteran connection option on a post-event assessment and will be more knowledgeable about the Peer Veteran Mentor program. (Indirect Measure-Post-Event Survey and Questionnaire)

Overview: This program started out the spring 2014 semester with a newly-hired program director and no programming in place for SJSU Veteran students. In an effort to provide services and help these students develop a sense of community with campus and other veterans, a Veteran Networking Event with an accompanying learning outcome was held. Before leaving the event, our student veterans were given a post-assessment to fill out prior to departing which included asking if they connected with at least one NEW peer Veteran at the event and whether they’d like to be contacted by a Peer Veteran Mentor.

Findings: Learning outcome was met. Attendees were able to identify one additional connection option. Out of the 18 attendees at the event, 14 were interested in learning more about the campus Peer Mentor program to connect with a fellow Veteran and subsequently provided their contact information for follow up. For a first-time effort, we discovered that the time of day seemed to work really well, and it was attended to our expectation. We would like, however, to see more participation in the future.

Implications: Our biggest challenge is attendance at any Veteran sponsored/promoted event. For this next academic year, the Coordinator plans to utilize VA student workers to research and poll student veterans to determine veterans’ interests/challenges and to deliver more on-campus events around these preferences. The Coordinator plans to consider other organizations, such as developing VSO and VITAL partnerships, to gain better outreach and marketing for such events as Veteran’s Day activity, Welcome Back event, Women Veterans, Veterans Graduation Dinner Celebration, and others to gain more inclusivity amongst our student veteran population. Learning outcomes will be developed to accompany events in the future to ensure our students are gaining the knowledge expected from the planned services and activities.

Additional Assessment Information: http://www.sjsu.edu/veterans/about-us/
Learning Outcomes: MOSAIC student staff will be able to a. express ideas, identify behaviors, and actualize practices that promote social justice and equity, b. articulate ideas and exhibit behaviors that cultivate teamwork, critical thought, and communication skills needed to function in a diverse workforce and global community and, c. demonstrate an understanding of one’s own identity, culture, and heritage and to seek to learn more about others. (Indirect Measures: Surveys and Questionnaires)

Overview: During fall training, we provided pre assessment questionnaires to our 4 Diversity Advocate Interns. Again at the end of their yearly appointment, a post assessment was administered to determine whether or not they had met our learning objectives. Throughout the year, intense fall/winter trainings, monthly staff/in-service meetings and opportunities for them to perform their duties were provided to support the learning of the outcomes.

Findings: Initially, interns rated themselves 4 or 5 (high) on a scale of 1-5 on the pre-assessment. On the post-assessment, students again rated themselves in the 4-5 (high) range. Most described, however, that they “originally thought they had a good grasp of these learning outcomes at the start of the year only to realize that after serving as an intern for the academic year, that they truly understood what it meant to have an understanding of the skills related to the 3 outcomes.” Learning outcomes met.

Implications: Given the fact that students didn’t fully understand the mastery of skill sets until the end of the process, the team will develop an alternative instrument for measuring the learning outcomes. One possibility is a rubric which might more accurately demonstrate growth in their self-assessments. Also, incorporating direct measurements (such as behavioral observations or separate student/supervisor evaluations) could be used to ascertain if they match, thus creating opportunities for constructive conversations around the discrepancies and teachable moments.

Additional Assessment Information: http://www.sjsu.edu/mosaic/about/learningoutcomes/index.html
Marian Solfish, Assessment Team Lead  marian.solfish@sjsu.edu

Learning Outcome: After participating in a graduation workshop, students will have demonstrated knowledge of the deadline and the requirements for the graduation application procedures by achieving a minimum of a 90% pass-rate on a post-event quiz. (Direct Measurement: Pre/Post Tests)

Overview: Because undergraduates often misunderstand graduation requirements/process and lack awareness of important deadlines, the team developed a graduation workshop and created a pre and post-quiz to measure students’ learning. The series of 4 workshops attracted over 100 undergraduates.

Findings: Outcome partially met. Only 4 of the 91 students completing the post-event quiz achieved an 89% passing score and another 20 achieved 78%. Our learning outcome appeared to be too ambitious. Further, we realized baseline knowledge about graduation process was poor. While the content presented was similar for all the workshops, a different evaluator presented at each workshop which may be a factor in the outcomes. There is no concrete data, however, to substantiate this assumption.

Implications/Next Steps: The team plans to revise some questions to minimize the ambiguity in some of the questions. Content and learning styles will be considered as the workshop material is reviewed. Adding a few more questions about the presenter’s skills in conveying the workshop could provide additional insight.

Additional Assessment Information: http://www.sjsu.edu/registrar/About_Us/Assessment/index.html
Career Development Learning Outcomes:

1. Using the information delivered at the start-of-the-semester trainings and subsequent trainings throughout the semester, Sport Club Student Staff will demonstrate effective and ineffective customer service in live scenarios, individually identifying the 3 main components, as measured by pre and post-tests. *(Direct Measure)*

**Overview/Findings: Outcome met.** Workers completed a pre-test on the topic. After customer service training, workers were broken up into groups and acted out scenarios demonstrating effective/ineffective customer service and identified the 3 customer service components: professionalism, approachability, and offering alternatives. Additional training throughout the semester followed. Written and oral assessments were administered with all 22 of the workers scoring 100% on the post-test by end of the semester.

2. Through one-on-one training with their direct supervisors, Sport Club student staff will apply new knowledge in 5 job responsibility areas: Front Desk, Weight Room, Basic Expectations, and Supervisor/Leadership as measured by pre and post tests, scoring 100% on the final test at the end of the semester. *(Direct Measure)*

**Overview/Findings: Outcome Met.** 22 Students scored below 50% on the pre-test. After numerous trainings, mentoring, discussions, and worksheets, these workers scored 100% on the end-of-the-semester post-test.

**Next Step:** Since the outcomes were met as planned, the team will incorporate this process with all new staff as well as incorporate these outcomes/training in follow-up meetings and trainings in a broader form to ensure our mission is met to the greater extent.

**Additional Information:**

**Assessment:**  [http://dev.sjsu.edu/studentunion/aboutus/assessment.html](http://dev.sjsu.edu/studentunion/aboutus/assessment.html)

**Learning Outcomes:**  [http://dev.sjsu.edu/studentunion/aboutus/learning_outcomes.html](http://dev.sjsu.edu/studentunion/aboutus/learning_outcomes.html)
Learning Outcomes:

1. After participation in the Conference, students will be able to apply their knowledge and skills regarding SJSU’s community standards to future life situations by responding “Strongly Agree” and “Agree” on their post-conference survey. *(Indirect Measure)* Findings/Implications: Outcome met. Expand this assessment to encompass other learning, i.e., critical thinking.

2. After participating in an Alcohol Class, students will be able to comprehend and accurately answer open-ended questions about these concepts with at least an 85% pass rate as measured by pre and post-tests. *(Direct Measures)* Findings/Implications: Outcome met. 78% scored above 85% on the post-test. Continue teaching the class using learning outcomes.

3. Students completing the online Library Plagiarism Tutorial will achieve a minimum of a 70% pass rate on the post-tutorial quiz. *(Indirect Measures)* Findings/Implications: Outcome Met. Three students completed the test with a score of 70% or better. Assessment lead will re-examine this as a sanction in the future since so few completed the on-line tutorial.

Additional Assessment Information:

Assessment: [http://www.sjsu.edu/studentconduct/About/assessment/index.html](http://www.sjsu.edu/studentconduct/About/assessment/index.html)
Learning Outcomes: [http://www.sjsu.edu/studentconduct/About/learning-outcomes/index.html](http://www.sjsu.edu/studentconduct/About/learning-outcomes/index.html)
Learning Outcomes/Findings:

1. After participating in a WHP Workshop, 80% of the attendees will be able to correctly answer the 3 learning objective questions. *(Direct Measure: Pre and Post-Rubric Survey)*

   Findings: **Outcome: Met.** 80% of the students learned the stated learning objections for the workshops offered.

2. After completing the PHE class, 90% of enrolled students will pass the test to become nationally-certified Peer Health Educators. *(Direct Measures: Pre and Post-Test/Rubric)* Course offered, fall 2014.

3. 100% of the students enrolled will pass the PHE course. *(Direct Measure: Grade)* Course offered, fall 2014.

Overview/Implications: The assessment lead stresses that presentation skills, a critical component of the course, are essential for effectiveness as peer health educators. These skills also are transferable and will support both student and career success. When the 3-unit course is offered in fall 2014, the administrator plans to implement the pre and post-rubric assessment instruments.

Additional Assessment Information:


Student Involvement

Rich Kelley for Emily Bauer, Assessment Leads    Richard.kelley@sjsu.edu

Learning Outcomes/Findings:

1. After participating in Leadership Today, 75% of student attendees will demonstrate a “high” level of understanding of the concept of social responsibility by showing knowledge of the topic in post-retreat reflection measure by using a pre and post-test. (Direct Measure)

Findings: Outcome partially met. After completion of the pre-test, 75% of the attendees were already familiar with the concepts before participation in Leadership Today. Post-test did demonstrate some increased learning.

Implications: Develop a more in-depth means of demonstrating the growth of social responsibility at the program for 2015 program.

2. After the Orientation Retreat, student leaders will analyze an experience at SJSU that positively affected their ‘sense of campus connect’ by submitting a writing reflection assignment the following week, to be measured against a campus connectedness rubric. (Direct Measure)

Overview/Findings: Outcome Met. The team defined campus connection and created a rubric with four levels of competence. Next, a 3-question prompt was given in the UNVS 199 course after the retreat. 88% rate of ability to apply campus connectedness surfaced in the reflection assignment. 

Implications: Expand this assessment into a long-term pre and post-test for all Orientation Leaders. Also expand the timeframe to time of hire (November), post-retreat (February), post-UNVS course (May) and post-summer program (July or August.)

3. After attending a New Student Organization workshop, new student leaders will demonstrate the steps to starting a new student organization by completing the process successfully. (Direct Measure: Rubric)

Findings/Implications: Outcome met. Review the curriculum and continue to adjust this based on feedback. Develop a longitudinal study to track data and observe trends over time.

4. Participants of the Fraternal Values Summit will be able to articulate 1. Unique characteristics of other governing councils to their own organization and 2. SJSU policies and procedures found in the Greek Management Manal. (Direct Measures: Rubric)

Findings/Implications: Outcomes met. The team intends to improve education around Student Involvement support offerings and will review curriculum with the team prior to the 2015 Summit. They also aspire to develop a longitudinal study to track over time.

Additional Assessment Information:

Learning Outcomes: http://www.sjsu.edu/getinvolved/about/learningoutcomes/index.html

Assessment: http://www.sjsu.edu/getinvolved/about/assessment/index.html
Career Development Learning Outcomes (Both Outcomes Met)

1. Over the course of a year, 80% of the technicians will take and pass 20 technical training sessions with at least a 70-80% passing score on the written exam. *(Direct Assessment-Pre-post test, Case Study Performance)*

   **Process:** Trainings were held and included practical training followed by written exams and practical, in-the-field assessment and feedback.

   **Findings:** Typically, 80% of the staff pass the first time while another 20% retake the exams and pass. This process has produced self-sufficient, knowledgeable workers. Inclusion of in-the-field scenarios and assessment has significantly improved workers’ performance and workers are poised to apply knowledge and skills to new situations.

2. After 6 months, a technician will independently provide basic audio, lighting and video support for symposium-style events in various campus venues and environments. *(Direct Assessment-Behavioral Observation)*

   **Process:** 360 degree evaluation and assessment occur involving peers, supervisors, management/clients. Shadow programs also support critical mastery of the skill sets.

   **Findings:** Mastery of these basic skills allows technicians to specialize in areas (i.e., video, lighting etc.) and has resulted in increased worker’ confidence.

**Implications:** Our challenge is finding time in this fast-paced environment to schedule the necessary training. Also critical is continuing this vital professional development and assessment. It’s imperative that the team stay up-to-date with the current technology and industry trends and share this knowledge with staff through training and mentoring programs.

**Additional Information:**

**Assessment:** [http://dev.sjsu.edu/studentunion/aboutus/assessment.html](http://dev.sjsu.edu/studentunion/aboutus/assessment.html)

**Learning Outcomes:** [http://dev.sjsu.edu/studentunion/aboutus/learning_outcomes.html](http://dev.sjsu.edu/studentunion/aboutus/learning_outcomes.html)
Community Engagement/Marketing Learning Outcome: Upon completion of the Admission Possible workshops, 85% of the high school attendees will be able to answer 4 out of 6 workshop questions relating to CSU admission requirements of the post workshop questionnaire correctly as measured by pre and post-tests. *(Direct Measure)*

**Overview:** Admissions and Outreach, Student Outreach and Recruitment (SOAR) staff, and Cal-SOAP partnered to create a program, Admission Possible, to assist high school students who were previously served by programs that were eliminated after budget cuts. Presentations, pre- and post-questionnaires, and worksheets were developed by the teams.

During spring 2014, presentations were delivered at several pilot schools, James Lick, Willow Glen, and Gilroy High. Workshops were divided in two sections utilizing 20 minutes for A-G content overview and 20 minutes for worksheet completion. The staff used PowerPoint during their presentations and printed worksheets (e.g. pre- and post-questionnaires, Admission Possible Worksheet, etc.).

**Findings:** **Learning outcome was partially met.** The team discovered that the:

- Goal of 85% of the students being able to successfully answer 4 out of 6 questions (specifically due to the format of Questions 1 and 2) was too ambitious.
- High school students’ ability to answer Questions 3, 4, 5, and 6 correctly increased by 61.3% post presentation.
- School district’s graduation requirements do not always match CSU admissions requirements and that students were, at times, confused by this information.
- Team was successful in improving students’ knowledge of A-G and CSU admission requirements.
- Satisfaction ratings of the workshop were high, nearly 99%: 73.6% of students who attended the event found the workshop “helpful,” another 25.3%, “somewhat helpful.”

**Implications/Next Steps:** In preparing for implementation of future Admission Possible workshop learning outcomes, the team will focus on instrument redesign. Specifically, the team plans to rework questions 1 and 2 of the pre- and post-questionnaires to collect clearer data. While evaluating the pre and-post questionnaires, the team discovered that questions 1 and 2 were difficult to evaluate accurately due to multiple “correct” answers.

**Additional Information:**

**Assessment:** [http://www.sjsu.edu/enrollmentservices/assessment](http://www.sjsu.edu/enrollmentservices/assessment)
Matthew Rees, Assessment Lead          matthew.rees@sjsu.edu

Learning Outcome: After attending the “Hate Doesn’t Have A Home Here” program, 80% of the participants will be able to identify three examples of forms of oppression on a post test. (Direct Measure, Pre and Post-Test)

Overview: After attending the “Hate Doesn’t Have a Home Here” program, an educational program designed to enhance students’ appreciation for diversity and racial sensitivity, over 100 attendees were asked to complete a pre and post-test illustrating their understanding of various forms of racial and diversity oppression.

Findings: Learning outcome partially met. Although 80% of the participants were unable to identify three forms of oppression on the post test, a greater percentage were able to identify at least two forms of oppression on the post-test (63.71%) than the pre-test (57.51%).

Pre and Post Test Results:

<table>
<thead>
<tr>
<th>Test</th>
<th>Participants Able to Identify Three Forms of Oppression</th>
<th>Participants Able to Identify Two Forms of Oppression</th>
<th>Participants Able to Identify One Form of Oppression</th>
<th>Participants Unable to Identify A Form of Oppression</th>
<th># of Tests Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre Test</td>
<td>19 (16.81%)</td>
<td>46 (40.7%)</td>
<td>43 (38.05%)</td>
<td>5 (4.42%)</td>
<td>113</td>
</tr>
<tr>
<td>Post Test</td>
<td>16 (15.68%)</td>
<td>49 (48.03%)</td>
<td>30 (29.41%)</td>
<td>7 (6.86%)</td>
<td>102</td>
</tr>
</tbody>
</table>

Implications: To implement a residential curriculum that will allow us to better develop learning outcomes, and increase our ability to assess effectiveness, delivery methods and student learning for the coming year, we plan to:

- Identify ways to increase survey participation so that more data can be collected and analyzed.
- Review current learning outcomes and revise for alignment with the University and Division=n.

Additional Information:

Assessment: http://www.housing.sjsu.edu/aboutus/assessment/index.html

Learning Outcomes: http://www.housing.sjsu.edu/aboutus/learningoutcomes/index.html
University Ombudsperson

Demerris Brooks, Assessment Lead demerris.brooks@sjsu.edu

Learning Outcome: At the conclusion of the meeting with the University Ombudsperson, a student will be able to:

- Identify the specific university policy/policies that relate to their issue/problem/concern and summarize that policy verbally or locate it in the university website as measured by a follow up survey.
- Identify and articulate the next step she or he should take to resolve the issue/problem/concern as measured by a follow up survey (Both Indirect Measures: Survey)

Overview: To alleviate student confusion or misunderstanding of university policies, the administrator wanted to ensure students could interpret these policies, understand the relevance of these policies to their concerns, and equip them with tools to resolve their issues. After meeting with the Ombudsperson, by phone or in person, surveys were emailed to students at the end of the month during which they met to provide feedback relevant to their experience and understanding of resolution procedures.

Findings: Learning outcomes met. Although the survey process received a relatively low response rate (23.5%), 62.5% of these respondents met the learning outcomes. Students’ responses, however, seemed to be driven more by “satisfaction” with the status or outcome of their concern and whether the office could resolve their issue or support them in doing so. Since student responses attempted to assess “satisfaction” rather than the “learning” intent of the questions the administrator has decided to implement changes for 2014/2015.

Implications/next steps: Revisions are in place for AY14-15. Students will be:

- Provided with a copy of the policy or policies relevant to their concern.
- Encouraged to take notes detailing the specific next steps they should take in resolving their concern to be verified for accuracy prior to their departure.
- Asked to complete a Service Effectiveness Survey before leaving the office. If the contact/meeting is conducted by phone, sent the student will be sent the survey within one business day.

In addition, the Ombudsperson will also work with the Student Fairness Committee to evaluate the formal dispute resolution process for those concerns that cannot be resolved informally with the Ombudsperson’s assistance.

Additional Assessment Information:

Learning Outcomes:
http://www.sjsu.edu/ombudsperson/docs/University%20Ombudsperson%20LOBA1314.pdf