San José State University Student Affairs Division

2013-14 Assessment Report

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In Collaboration with
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Assessment Council Members

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San José State University Student Affairs Division

2013-14 Assessment Report

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Our Mission

In keeping with the academic mission of the institution, the Division of Student Affairs exists to provide student-focused programs and services that support student success and enhance the student experience at San José State University. Our aim is to create critical student learning opportunities beyond the classrooms that support the intellectual, personal, and civic growth of our students.

Our Values

Our core values are what we stand for as employees and professionals in the field of Student Affairs at San José State University. These six values—Learning, Student Success, Excellence, Integrity, Diversity, and Community—are reflected in the many programs and services we offer our students and the campus community. Our values guide us as we carry out our mission and the vision of the institution:

Learning

We value education above all. The academic freedom of faculty and students is vital to our role of promoting life-long learning. We recognize learning takes place both in and out of the classroom and strongly support the educational mission of the institution and the integration of theory and practice, scholarship and application.

Student Success

Our highest priority is to ensure our students’ success. We provide highly successful programs that complement in-class learning and enhance the college experience of our students. The success of our students is our success!
**Excellence**

We set high standards and support continuous improvement and innovations. We model quality service delivery and excellence in our co-curricular offerings.

**Integrity**

We expect honesty, fairness, and accountability in all our interactions. We promote academic integrity and ethical and personal responsibility. We attempt to be the same on the inside as we are on the outside, thereby exercising our highest professional standards.

**Diversity**

We value diversity and inclusion by treating others with trust, care, and mutual respect. We foster just communities that appreciate and embrace different perspectives; we promote a campus that is welcoming and inviting to ALL.

**Community**

We recognize that community begins with us as a campus family – how we care for and support one another. Community also extends beyond our campus to our surrounding neighborhoods. As such, we embrace and value collaborative relationships and service within and beyond our campus.

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**Our 2013-14 Division Priorities**

Throughout this academic year, the Division and its departments placed increased emphasis on:

- Admission, Retention and Graduation
- Assessment
- Employee Morale
- Communication
- Non-Resident Recruitment.

Departments were encouraged to support these student success initiatives as they developed their annual business plans. Attention was also given to these priorities in delivery of Division-wide initiatives such as professional development activities for staff and the end of the academic year, Above and Beyond Awards, recognizing high performance employees for their dedication to the mission of their department and that of the University. Increased attention was also devoted to public relations and communications to the campus and surrounding community in the media and through social media initiatives.
Overview from the Vice President’s Office

The San José State University Division of Student Affairs’ 2013-14 Annual Assessment Report is a snapshot of the efforts of the Division team, many of which include collaborations between Division departments as well as with the University and surrounding communities. These highlights showcase the Division’s commitment to the University’s strategic plan, student success and graduation initiatives and illustrates how our team lives our core values by providing student-centered programs and services. We place high priority on student learning by actively developing collaborative relationships and establishing an inclusive environment to foster the greatest level of student development possible.

Integral to our services is augmenting the educational efforts of our academic partners. Student Affairs team members provide a rich environment outside the classroom in which students develop additional skills and competencies needed to thrive in this 21st century global economy, supporting their learning through a wide variety of co-curricular services and activities.

In keeping with the Western Association of Schools and Colleges (WASC) process, our team targeted “Applied Knowledge,” one of the University’s stated learning outcomes, as a priority this year. With the addition of this learning outcome at both the Divisional and departmental levels, our new 2013-14 assessment projects focused specifically on measuring student learning occurring in each program or department relevant to applying knowledge. Our goal was to identify how students are learning through programs and activities provided by our teams. Highlights of our accomplishments and students’ gain in applying their new skills and competencies are included as additional evidence of our commitment to inspire our students’ intellectual, personal and civic growth in preparation for leadership and contributions to our diverse world.

The following summarizes some of the gains students have made as a direct outcome of our team efforts as well as a list of assessment best practices that reflect the work of individual departments. Outcomes from these reports and analyses are beneficial in assisting the Division departments and the University community with decision-making to enhance student development and planning for the upcoming academic year. A copy of the full report from all Division departments is available at our Division website at http://www.sjsu.edu/studentaffairs/about_us/assessment/index.html
Spartan Points of Pride

- The **Student Union Event Center** team produced over 30 graduation and commencement ceremonies with in-house staff and equipment and an array of conferences, concerts and speakers including bringing Hilary Clinton, former Secretary of State, on campus.

- 1,512 alternative media book requests and 800 braille pages to eligible students were processed by the **Accessible Education Center’s Alternative Media Center**.

- During the 2014 spring semester, the **Accessible Education Center** counselors conducted over 211 sixty-minute intake appointments engaging new students in an interactive process to determine and prescribe appropriate, reasonable accommodations.

- In its first semester of existence under new leadership, the **Military and Veteran Student Services** program launched seven new programs and services including hosting its first annual Military and Veteran Students Commencement Dinner Celebration honoring 14 veteran graduates.

- To foster increased Spartan Pride, the **Student Union Aquatic Center** hosted its Spring Finals Kick Off Pool Party serving 1,200 students, compared to 700 the previous year.

- Three significant updates were made to SJSU policies positively impacting student fairness through efforts of the **University Ombudsperson** including S14-7 Accommodations for Students’ Religious Holidays, S14-3 Student Fairness Dispute Resolution and F13-1 Student’s Rights to Timely Feedback on Class Assignments.

Through the implementation of the department’s first career development plan, **Student Union Accounting**

**supported its student employee in achieving the goal of becoming the first family member to become a four-year college graduate.**

- The **Career Center** launched **SJSU Spartan Staffing**, a new service for students, employers and alumni to expand the availability of job and internship opportunities.

- **Student Conduct and Ethical Development** collaborated with SJSU faculty to document and ensure greater academic integrity compliance resulting in the creation of a **Dean’s Report** outlining academic college information related to academic integrity violations.
• Student elections coordinated by Associated Students drew over 45 candidates to run for office in 2014, the highest in over 8 years.

• Students’ satisfaction with Counseling Services’ personal, educational and group counseling continued to be high, averaging 4.5 out of a 5 point scale.

• Enrollment Services Operations and Communications processed 7% more freshman admissions applications over the previous year.

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**Student Involvement**

reports that fraternities and sororities increased their philanthropic and service efforts over last year, raising $133,215 and volunteering 26,277 service hours.

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• The Student Health Center’s 20,132 student clinical appointments received high customer service ratings (4.39 on scale of 5.0, high) by students. Its Wellness and Health Promotion Team provided workshops, consultations and other wellness-related services to over 15,000 students this year.

• Graduate Admissions and Program Evaluations collaborated with the Educational Leadership Department to provide a successful admissions term for the first doctoral program (Ed.D) offered exclusively by SJSU.

• University Housing Services and the Residence Hall Association provided a nine-day Fall Welcome Week program and a five-day Spring Welcome Week program full of educational and social events.

• In partnership with Associated Students, the MOSAIC Cross Cultural Center coordinated the inaugural Diversity Awareness Training for faculty, staff and administrators. The Center also initiated monthly diversity programs for Counseling Center interns and a three-hour training for the SJSU Summer Bridge Program to heighten individuals’ understanding of diversity and hate crime prevention.

• Event Center’s Technical Services, which provides AV, lighting and other technical services throughout campus, supported 348 events including productions of 140 events in Morris Dailey Auditorium, 82 events in the Event Center and 126 other venues throughout campus. Attendance at the Event Center topped 95,000 individuals last year, 1,000 more than the previous year. Because of the extensive training and mentoring their AV student workers receive, many of them, upon graduation, move into careers with high profile organizations including Disney and Pixar.
Significant Contributions to our Community and Profession

- **Counseling Services** team members volunteer service to six Community agencies, promoting wellness to over 10 community organizations including many local organizations, National Academic Advising Association, National Institute of Mental Health, and Substance Abuse and Mental Health Services Administration. Counselors initiated the CSU state-wide suicide intervention awareness event, Creating a Thousand Light Initiative, serve as ad hoc editor of the Counseling Psychologist, and contribute to mental health and other wellness conferences and trainings.

- In collaboration with the California Student Opportunity and Access Program (CalSOAP), **Financial Aid** co-sponsored “Cash for College” workshops for high school students and families to educate them on their financial aid options and support them in completion of their FAFSA or CA Dream Act applications.

- Through the leadership of **Student Involvement**, Alternative Spring Break was reestablished, serving the Oaxaca Mexico community with opportunities for cultural exchange, facilities maintenance, school group work and medical clinic support.

- **The Career Center** Associate Director serves as Vice President of the California Association of Post-Secondary Education and Disabilities.

- The **Alternative Education Center** Director serves on the Boards of DeAnza, West Valley, Mission and Evergreen Community Colleges and provides consultation to external community partners on ADA compliance regulations and issues. The Academic Advisor participates in local high school College Nights to acquaint prospective SJSU students with disability-related.

- The Retention Coordinator in the Alternative Education Center authors Fast Facts For Faculty, serves as the Northern Co-Chair on the California Association for Post-Secondary Education and Disability Veterans Interest Group, and conducts Mental Health training in the community and at San Jose State.

- The **Cesar Chavez Community Action Center** engaged over 75 mentors to work with community youth.

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“Bullying and Stalking in the Cyber World” and “Top 10 Things We Need to Know: Complying with the Office of Civil Rights on Title IX and Sexual Violence” were presentations delivered to members within the community by Student Conduct and Ethical Development.
82% of the students attending the College Day Family and Community Conference targeted toward under-represented middle and high school students and their families and coordinated by

Campus and Community Relations

reported that they “saw themselves going to college.” Another 16% stated that “they may attend college.”

Assessment Council and Task Group

In an effort to increase the assessment-related expertise of the Division and instill sustainability of the assessment efforts, a Student Affairs Assessment Council was created in AY 2013-14. Three meetings were held during the spring semester to:

- support feedback on the assessment process and procedures,
- affirm the Council’s mission and purpose,
- build continuity of the assessment cycle,
- provide input on priorities and recommendations, and
- enhance the skill-level of the Council members relevant to learning outcomes assessment.

A copy of the mission of the Council is included in this report, ATTACHMENT 1. Facilitated by the Division Assessment Coordinator, Cheryl Allmen, the Council included one to two representatives from four Division clusters:

- Student Life (LGBT/Women’s Resource Center-Bonnie Sugiyama);
- Student Services (Student Health Center-Laurie Morgan, and Accessible Education Center-Melodie Cameron);
- Enrollment Services (Financial Aid and Scholarship Office-Sam Krow-Luca and Undergraduate Admissions and Outreach-Roseanne Oty); and,
- Instructional Technology (Elma Arredondo.)

In addition to the Council, the Division of Student Affairs Assessment Coordinator represented the Division on the SJSU Assessment Facilitator’s Task Group, ensuring the progress of Student Affair’s assessment efforts was shared and incorporated into the University-wide assessment initiatives. The Task Group works as a team to standardize assessment efforts amongst the academic and campus departments, promote student learning outcomes and analysis, publicize reports and findings and prepare for accreditation processes and initiatives.
Historically, the Division of Student Affairs teams capitalize on assessment data to support deployment and continuous improvement of its service and program delivery to students and the campus and surrounding community. 144 assessment documents were submitted in previous years, with nearly every department attempting to collect utilization and satisfaction data. In recent years, departmental reports summarizing learning outcomes were added to the Division’s Assessment website.

Although many successes were reported, consistency, accuracy and increased departmental participation surfaced as challenges to address. In recent years, few programs and departments (10) assessed learning outcomes from their efforts and an even greater number of departments were not positioned to assess student learning using concise and measurable learning outcomes. An accurate understanding of learning outcomes and assessment wasn’t consistent throughout the Division. Further complicating the situation were a handful of Divisional leadership changes, a shuffling of responsibilities, and the lack of a consistent assessment champion to coordinate efforts or resources for use by Division personnel.

Favorable changes occurred in this academic year to strengthen assessment endeavors within the Division. With the adoption of University-wide learning outcomes, the Division leadership fully embraced assessment and learning outcomes. Division leaders:

- selected the University outcome, Applied Knowledge, as a targeted focus for the year, setting the stage for Division-wide involvement in assessment of student learning.
- jumpstarted the assessment process by adding Division-wide professional development opportunities including inviting a well-known author and expert in learning outcomes assessment, Marilee Bresciani, to campus to coach Division personnel on the implementation of assessment with an emphasis on learning outcomes-based assessment (LOBA). She met with the Student Affairs Leadership Team and several departments individually to provide consultation and delivered a workshop on instituting LOBA to a wide variety of personnel.
- added an Assessment Coordinator to lead the Division’s assessment efforts.
- instituted an Assessment Council comprised of staff members from the Division’s four clusters: Enrollment Management, Student Life, Student Services and Technology to strengthen LOBA skill development and build greater continuity of knowledge.
- delivered a full-day LOBA training incorporating hands-on work with learning outcomes development as well as assessment measurements and rubrics in November 2013, reaching over 50 personnel and including at least two staff members from each department.
- created a LOBA template and on-line processes to document and report the creation and results of the Division’s first comprehensive emphasis on developing learning outcomes to assess co-curricular learning through a variety of services and activities.
Actively participated in the **SJSU Assessment Facilitator’s and the SJSU Western Association of Schools and Colleges (WASC) Taskforces**,** ensuring consistency of reporting, inclusion and communication with University assessment efforts.**

In spring 2014, all Student Affairs departments were challenged with developing and implementing Applied Knowledge-related learning outcomes. Those departments with prior experience and expertise with learning outcomes deployment continued to experience the highest level of success in implementing an outcome relevant to Applied Knowledge. Other units experienced increased familiarity with the process of creating and analyzing the outcomes relevant to their operations while a few remain at an earlier stage of competence. A handful established their learning outcome, set up the process for implementation yet were unable to finish the cycle in AY 2013-14 due to unforeseen circumstances beyond their control such as the premature departure of the student worker or delayed relocation to a permanent facility.

A locally-developed evaluation instrument was developed to assess and give feedback to team members on the quality and caliber of their outcomes and deployment of them. It is anticipated that such feedback will support the team members in fine-tuning more comprehensive outcomes for AY 2014-15. The remainder of this report primarily focuses on the Student Affairs teams which implemented their learning outcome and/or succeeded in completing analysis of their outcomes related to students’ experience with applying new knowledge as a result of their involvement in Student Affairs initiatives.

**Division of Student Affairs programs & services prepare SJSU students with skills and knowledge for a lifetime of success.**

*Photo courtesy, SJSU Communications & Marketing*
Overall, 29 departments and programs contributed to the Student Affairs Assessment Cycle this year, resulting in 87.9% participation. This culminated in a grand total of 213 reported assessment initiatives by the end of AY2013-14, a 67% increase in the number of assessments reported over the previous year within the Division.

Additionally, Division departments collected utilization data on the deployment of 91 services and activities. They also reported satisfaction results on 38 of its programs or services and instituted a grand total of 84 learning outcomes. Sixty of the 84 learning outcomes were first-time efforts focused on “Applied Knowledge,” one of the University-wide learning outcomes selected by the Division leadership group. These 60 outcomes specifically related to building increased students’ knowledge, skills and behaviors developed through a variety of purposeful
co-curricular educational initiatives. **Twenty-four** of the remaining learning outcomes were a continuation and/or refinement of learning outcomes implemented in previous years.

### Description of Learning Outcomes and Results

In 2013-14, learning outcomes deployed through the leadership efforts of Student Affairs teams concentrated in four main categories: Programs and activities, career development, marketing and community engagement as depicted in Diagram 2.

![Diagram 2](image)

Selected examples of these categories include:

- **purposefully-planned campus programs, workshops, conferences and other activities** targeted to enhance students’ learning. A few examples of these learning outcomes are:
  - After participation in a stress management workshop, 80% of the attendees will be able to list 2 stress reductions techniques.
  - Students completing the online Library Plagiarism Tutorial on academic integrity, resources and consequences for violating the policy, will be able to demonstrate their basic understanding of plagiarism by achieving a minimum of a 70% pass rate on the post-tutorial quiz.
• **career ladder development** and creation of employment skill-related mentoring and coaching. A sampling of these outcomes includes:

  - Within 6 months of hiring, student staff will be able to demonstrate their knowledge of the protocols for managing medical emergencies, ticketing conflicts and crowd management issues during events without direct supervision as measured by:
    - role playing exercises,
    - in-service evaluations, and
    - a written examination.
  - With coaching (by supervisor) after each meeting attended, student workers (graphic designers) will progress along a five-step meeting improvement rubric by at least one step every semester.

• **expanded communication and marketing endeavors** designed to enhance students’ skill levels necessary to navigate campus student success and graduation initiatives more successfully. The following illustrates a range of such learning outcomes:

  - Admitted SJSU freshmen will demonstrate greater compliance with ELM/EPT requirements after implementation of new marketing resources as measured by behavioral observation in PeopleSoft records.
  - After implementation of an increased marketing plan, the number of students completing their financial aid files by the May 30 priority completion deadline will increase by 10% over the previous year (as verified by University records.)

• **educational outreach activities** targeted toward potential college students:

  - 70% of the high school and middle school students will be able to share 2 actions that will increase their chances of getting into college.
  - Following the “Mission Possible” workshop, high school attendees will be able to answer 4 of 6 questions correctly relating to CSU admission requirements on the post-event test.

Of the 60 new learning outcomes deployed, **79 assessment measurements** were utilized by the teams. Some assessment team members chose to implement multiple assessment tools in an effort to more thoroughly assess the results, thus accounting for a total of 79 measures deployed. **24 indirect measures** (methods relying on the participant’s self-reporting) were used to assess student learning. An additional **55 direct measures** (methods involving evaluating tangible, observable products of student learning through independent validation.) were utilized as illustrated in Diagram 3.
Diagram 3 illustrates the various types of indirect measures that were used by the team. Again, these measurements relied more heavily on the student’s self-perception of learning.

Diagram 4 illustrates the various types of indirect measures that were used by the team. Again, these measurements relied more heavily on the student’s self-perception of learning.
Diagram 5 further delineates the distribution of **direct measures applied** to ascertain learning and its application to more complex settings as **validated by independent sources**.

![DIRECT Assessment -AY13-14 Learning Outcomes](image)

Photo courtesy, SJSU Communications and Marketing

Student Affairs programs and services....helping students apply their knowledge to add value to our community.
Of the 60 new learning outcomes implemented, **45 of the outcome goals were met.** Another **15 were partially met.** Since this was the first year of deployment of learning outcomes associated with “Applied Knowledge”, the term partially met was defined by the these criterion:

- ✓ the outcome goal was initiated by the team,
- ✓ measurements were defined and created,
- ✓ the activity, program or career development initiative was deployed,
- ✓ results were gathered and analyzed, and
- ✓ it was determined that the student didn’t meet the outcome at all, or only a certain portion or component of the outcome was learned by the participant as demonstrated by the type of instrument of assessment administered.

Review outcomes illustrated in Diagram 6.
A complete listing of the 29 assessment reports from the SJSU Student Affairs departments and programs describing the 213 assessments conducted with an emphasis on learning outcomes is included in the **2013-14 Learning Outcomes-Based Assessment Program Report Summary** at the conclusion of this report. The following are selected highlights from the four Student Affairs Clusters, showcasing the diversity of learning outcomes, subsequent findings from the 2013-14 assessment cycle and various examples of approaches for addressing the analysis of the outcomes.

**Office of the Vice President Cluster: Campus and Community Relations**

In an effort to increase the number of first-generation students interested in pursuing higher education, Campus and Community Relations hosted a series of college engagement conferences targeting local middle and high school under-represented students and their families. The learning outcomes centered on exploring how to best educate the community and called upon the participants to identify specific facts associated with readiness for college entrance.

This is a good example of a department experimenting with a new pilot program with first-time learning outcomes and establishing a foundation on which to build future programs. Upon completion of the pilot program, the administrator discovered the following satisfaction assessment results: 89% of the College Day attendees who completed surveys reported they “saw themselves going to college after participating in the program.” An additional 98% of the College Readiness Summit participants also indicated “they would attend college.”

After analyzing the pre and post-event tests used as measurements to assess the department’s learning outcomes associated with the lesson plans of the engagement conferences, the administrator concluded that **one of the four learning outcomes was met and the other three, partially met.** These conclusions serve as a baseline for strengthening the curriculum for the AY 2014-15 conferences, mentoring the presenters to modify their instructional styles, and creating different modes for re-enforcing the learning expected of the participants. Such findings are typical of an administrator’s initial efforts at setting learning outcomes for a diverse community group possessing limited prior knowledge of collegiate-level preparatory information. It is anticipated that with the implementation of these modifications, a greater percentage of the participants will be able to apply the knowledge identified in the established learning outcomes in AY 2014-15.
Enrollment Services Cluster

- The Graduate Admissions & Program Evaluations team reports a 61% increase of students’ knowledge from the pre and post-test administered at the conclusion of the Graduation Workshop. Students commented that they were not only advised of program requirements but felt equipped to graduate with a better understanding of University requirements.

- In collaboration with Associated Students and Enrollment Services departments, Financial Aid instituted a multi-level communication plan involving Facebook posts, online notices, and a poster campaign complemented by Financial Literacy Workshops to support students’ knowledge of deadlines and processes. 85% of the workshop attendees scored at least 80% on the post test and 81.42% of the students’ self-reported increased knowledge by at least one step. Financial Aid also reports a 12.6% increase in the number of applications received prior to the deadline compared to last year.

In both of these cases, the learning outcomes were met. By checking PeopleSoft records in addition to their review of the pre and post workshop test results, the teams used multiple measurements to determine students’ ability to apply knowledge gained from the Financial Literacy workshop content and marketing efforts. Since multiple variables were deployed, it is challenging to determine which intervention most positively produced the desired learning and student behaviors. This best practice is also an excellent example of various University departments working cooperatively to achieve a single learning outcome.

Additionally, these Undergraduate Admissions and SOAR team members report experiencing several “learning curves” from the application of their learning outcomes associated with the delivery of “Admission Possible workshops. These workshops were delivered to selected local high school students during which the team set the goal that participants would respond favorably to 4 out of 6 questions posed in pre and post-event tests.

Although these high school students met the established learning outcome and satisfaction ratings of the workshop were high (98.9% of the attendees rated the workshop “helpful” or “somewhat helpful”), the team experienced difficulty during analysis in interpreting responses in their pre and post-questionnaires because two of their questions drew multiple correct answers. As a result, instrument development mentoring has surfaced has an important addition to our Division assessment training modules to support the staff in developing increasingly-effective assessment instruments.

Additionally, team members had not expected student confusion related to one workshop content area: the discovery that school district graduation requirements do not consistently
match CSU admissions requirements. As an outcome of this information, the team members plan to address this issue thoroughly with the attendees in future presentations. These examples further illustrate the importance of careful analysis of the outcomes as well as change management in moving forward with assessment initiatives for the next year.

**Student Life Cluster**

- The **Student Union Business Services & Risk Management team** reports a 23% increase in **knowledge of safety measures** after participation in 3 workplace safety trainings as measured by post-event tests.
- After customer service training and completion of case management scenarios, the **Event Center Sport Club** student team members **earned 100%** on both oral and written post-tests. Sport Club student workers also **progressed from 50% to 100%** knowledge accrual after one-on-one mentoring in procedures, customer service, safe environment, and leadership measured by post testing and supervisory observations of case scenarios.

The preceding are two examples of the **24 career development, mentoring and training** learning outcomes (40% of all the AY 2013-14 learning outcomes assessments deployed) which were implemented for the first time as a contribution to the Student Affairs Division’s 2013-14 assessment cycle. These two teams chose to deploy learning outcomes to support the career development of their departmental student workers. As a result of this application, these learning outcomes have been instrumental to increasing students’ initiative/ motivation and self-appraisal of the level of their competency. In addition, supervisors have noted an increase in the students’ self-management of their skill building and attainment. One manager specified that since implementation of the learning outcomes, tardiness and absences have decreased significantly as student workers take greater pride and ownership in the performance of their duties. One additional unexpected benefit surfaced: numerous supervisors have shared that they now have rubrics for performance appraisals, making feedback much easier and more frequent and increasingly standardized. Another supervisor reported establishing career ladders: beginner, intermediate and advanced levels with associated training outlined, making it much easier for a student worker to understand their level of competency and to aspire to increasingly more complex duties.

The addition of direct measurements, including an end-of-the term essay and exit interviews, reinforced the **LGBT Resource Center and the Mosaic Multicultural Center teams’ efforts** in ascertaining more sophisticated levels of applied learning. Validating “Applied Knowledge” pertaining to demonstration of increased cultural sensitivity, self-identity and self-awareness is often challenging to assess. Engaging in directed conversation with students and using reflection papers have aided the team members in supporting their students in enhanced actualization and realization of such knowledge. Developing a measure to help the team
analyze outcomes is an important step in ascertaining learning. Designing and using the most appropriate measure with each audience is frequently achieved through trial and error and piloting one prototype and then determining its effectiveness.

- **Mosaic Multicultural Center** staff discovered that student interns rated themselves high on the pretest; during their post-tests and throughout the interviews, the interns disclosed that while they initially thought their understanding of self was high, they didn’t thoroughly understand the concept until the end of the academic year. *This team is planning to explore developing more accurate measurements of self-assessment such as a cross-cultural rubric to secure more consistent results in AY 2014-15.*

- **The LGBT Resource Center** team was not able to gain as much perspective as anticipated from the pre and post instruments associated with their established learning outcomes. They found, however, that the reflection papers helped the mentors reinforce what they had learned over the period and supported them in practicing self-care, listening actively and understanding non-verbal communication for themselves and with their mentees.

**Student Services Cluster**

An additional benefit in deploying assessment processes is that it often supports team members in recognizing gaps and modifying their processes. Both the **Ombudsperson** and the **Counseling Services** team experienced this in the deployment of their learning outcomes.

- While the learning outcome established by the Ombudsperson was met, this administrator discovered that although 67% of the students surveyed via email after their session indicated that they “comprehended the policy that applies to their issue” and that they also “understood their next step to resolve their issue,” over one-third (37.5%) of the respondents did not. The Ombudsperson was disappointed in the low response rate to the survey, the reason of which is most likely due to the time lapse. For the next assessment cycle, the ombudsperson proposes to modify the process by assuring that all students leave the session with notes or copies of the policy. *This administrator plans to also deploy a point of service survey process to increase the rate of return and better assess that the student has learned the concept and can apply it to his/her situation.* These modifications also encourages immediate reinforcement by the administrator should the student require additional support to apply the knowledge effectively in his/her unique situation.

Another challenge surfaced related to interpreting and analyzing satisfaction data. Because some students confuse satisfaction with the services offered by the department with their dissatisfaction associated with the progress or outcome (or lack of successful closure) of their case, the ombudsperson plans to further evaluate the satisfaction assessments for increased clarity of purpose.
• After analyzing their assessment project, Counseling Services team members learned that the established learning outcome was partially met. It was discovered that the majority of students attending their stress management workshop could only list one technique to manage their stress levels, not the two they had originally anticipated. As a result, workshop presenters will be urged to revise their content to re-emphasize the stress reduction techniques and potentially add other means for reinforcing the application of learning (such as games, role playing or ‘hand’s on’ exercises). The team is also considering rewording the instrument for greater clarification.

Some learning outcomes encompass multiple steps to complete and require the creation of various measurements such as rubrics as well as multiple educational modules to deploy. As a result, completing the entire assessment cycle crosses over from one academic year to the next to complete. The Student Health Services’ learning outcomes component of their overall assessment plan is an example of a multiple-year deployment. Historically, this department has a proven track record of multiple successful assessments. This year, the team focused their attention on completion of their satisfaction and utilization assessments and identification of their learning outcome, accompanied by creation of their measurements.

Their learning outcome goal focuses on presentation skills which are critical for effectiveness as peer health educators and are also transferable, supporting both student and career success. They expect that 80% of the students enrolled in a 3-unit Peer Health Educator (PHE) course will demonstrate a 10% greater improvement in their presentation skills over the course of the semester as measured by pre and post-tests. This 3-unit course will be offered next in fall 2014, during which time the students will complete both the pre and post-tests and be involved in various modules, allowing for results of the learning outcome to be analyzed and reported at the end of the AY 2014/15 assessment cycle.

Reviewing findings from the Division’s 2013-14 assessment cycle from a broader perspective surfaces additional observations which could enhance the next round of assessment planning and implementation. First of all, since first-time assessment coordinators have gained valuable experience in deploying learning outcomes assessment this cycle, capitalizing on the initial baseline of their students’ current level of knowledge prior to developing the next version of their learning outcomes would prove beneficial in AY 2014-15. For example, the Student Union, Inc., Business and Risk Management team surpassed its goal of student workers’ increasing their safety-in-the-workplace knowledge by 10% from pretest to that of the post-test, averaging a 23% increase. Possible options to consider for the next season are: reviewing the difficulty of the pre-test, increasing the scope of the training and level of expertise expected as measured by the post-test, increasing the percent of learning expected, or expanding the level of the training would posture the learning outcome to be more aggressive yet attainable by increasing the ambitiousness of the anticipated learning.

Division-Wide Implications

Reviewing findings from the Division’s 2013-14 assessment cycle from a broader perspective surfaces additional observations which could enhance the next round of assessment planning and implementation. First of all, since first-time assessment coordinators have gained valuable experience in deploying learning outcomes assessment this cycle, capitalizing on the initial baseline of their students’ current level of knowledge prior to developing the next version of their learning outcomes would prove beneficial in AY 2014-15. For example, the Student Union, Inc., Business and Risk Management team surpassed its goal of student workers’ increasing their safety-in-the-workplace knowledge by 10% from pretest to that of the post-test, averaging a 23% increase. Possible options to consider for the next season are: reviewing the difficulty of the pre-test, increasing the scope of the training and level of expertise expected as measured by the post-test, increasing the percent of learning expected, or expanding the level of the training would posture the learning outcome to be more aggressive yet attainable by increasing the ambitiousness of the anticipated learning.
Secondly, with an expanded understanding of their college, high school, and middle school-level audiences, assessment teams are in a stronger position to re-calibrate the learning expected, expand presentation of knowledge to capitalize on the attendees’ various learning styles, and to reengineer their workshops, marketing plans and processes to reinforce the most important knowledge to be learned and applied by the population, especially those geared toward community member participants. Financial Aid and Scholarship, Undergraduate Admissions and Outreach and Campus and Community Relations units, for example, are at a greater advantage as they capitalize on their findings for building their next round of assessment.

Thirdly, those department teams selecting indirect measures to assess their learning outcomes could consider adding a direct measure in the future to gain information about the level of learning beyond that stated by the student. The Accessible Education Center, for example, found incorporating behavioral observations into their process instrumental to gaining additional insight into their students’ learning curve.

- After students with disabilities engaged in an interactive educational process with their Alternative Education Coordinator, 94% of the students who couldn’t explain their disability prior to the session were successful in articulating it at the conclusion of their meeting. An additional 87.2% of the students who were unable to provide at least one example of how their disability impacted their studies or daily activities had gained sufficient knowledge in clearly describing the impact at the end of their session.

The Career Center discovered securing input from SJSU faculty on their students’ level of resume preparation gave them added insight into students’ learning, motivating the team to revise the content delivered in their introductory resume preparation on-line and workshop resources.

- Based on students’ completion of a post-workshop questionnaire and the presenter’s review of their ability to demonstrate effective resume development components, the Career Center reports students’ new knowledge exceeded the department’s 80% accuracy target by 1.45%

Finally, other assessment teams discovered additional advantages for implementing their assessment plans including discovering that their expectations for learning might have been too high, too low, and not quite aggressive enough or that another measurement instrument might be a stronger indicator of learning than the original instrument chosen. Others involved in this assessment process commented that the implementation of learning outcomes has improved the management of their programs, strengthened their processes, made them more sensitive to customer service, and broadened their understanding of students’ perspectives while building in added accountability for assessing results of their endeavors. It is anticipated that with one year of learning outcomes experience added to their repertoire of skills, assessment teams will leverage their expertise and capitalize on what’ve learned through the AY2013-14 assessment cycle to “apply their knowledge” to even more favorable outcomes in AY2014-15.
SJSU Student Affairs Assessment Council

Our Mission

The SJSU Student Affairs Assessment Council provides direction to facilitate the development, implementation and sustainability of a Learning Outcomes-Based Assessment Approach (LOBA) for the Division and its departments. We support the LOBA approach to the development and improvement of services which helps students to maximize their learning and gain the most benefit from the various programs and services we provide.

Our Goals

- Establish a standard and consistent assessment process across the Division within our programs and services, assuring the sustainability of LOBA throughout the Division.
- Facilitate the development and assessment of learning outcomes for our services and programs.
- Assess how students are benefiting and learning from our programs and services, promoting the results of our efforts to the campus community.
- Provide information for planning and decision-making.
- Develop quality assurance measures for programs and services for continuous improvement.

The Roles of the Assessment Council are to:

- Support development of a positive attitude toward assessment within the Division as an important tool promoting continuous improvement of services.
- Provide assistance to the departments within their cluster that are conducting assessments, offering leadership and consultative guidance to departments and individuals.
- Determine and provide for the professional development and mentoring needs of the Division.
- Centralize resources and logistical assistance for conducting overall assessment and learning outcomes-based assessment (LOBA).
- Serve as a sounding board and collector of LOBA best practices and resources.
- Support the Division in developing a comprehensive Assessment Website and Annual Division-wide Assessment Report.
- Provide continuity of knowledge and expertise over time to maintain sustainability of assessment practices for the Division.
2014 Assessment Council Membership:

**Student Services/Art King, AVP:**

1. Melodie Cameron, Accessible Education Center- Retention Services Coordinator  
   melodie.cameron@sjsu.edu  (408) 924-6002
2. Laurie Morgan, Student Health Center- Associate Director, Campus Wellness  
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**Enrollment Services/Sharon Willey, AVP:**

3. Sam Krow-Luca, Financial Aid & Scholarships- Direct Loan Coordinator/Fin Aid Counselor  
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4. Roseanne Oty, Undergraduate Admissions and Outreach- International Admissions Evaluator  
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**Student Life/Cathy Busalacchi, AVP**

5. Alicia Samis, Student Conduct and Ethical Development-Assistant to Director & Case Coordinator  
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6. Bonnie Sugiyama, LGBT/Women’s Resource Center –Assistant Director  
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**Instructional Technology/Peter Deutsch, Sr. Director**

7. Elma Arredondo, IT- Analyst/Programmer  
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**Division Assessment Coordinator**

8. Cheryl Allmen,  cheryl.allmen@sjsu.edu  (408) 307-3979
In addition to their on-going assessment efforts, the following programs and departments established learning outcomes during AY 2013-14 focused on “Applied Knowledge,” one of San Jose State University’s Learning Goals. This summary provides a condensed description of each team’s learning outcome endeavors, the measurements used, and their findings including the next steps anticipated for future learning outcomes initiatives. Additional information on each department’s other assessment efforts can be located on their respective websites.

**Accessible Education Center (AEC)**

Melodie Cameron, Assessment Lead  
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**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.


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.

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.

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

Learning Outcomes: http://dev.sjsu.edu/studentunion/aboutus/learning_outcomes.html
Kelli Williams Reid (previously Cheryl Vargas as Assessment Lead for the Team)
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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.

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

Learning Outcomes: http://as.sjsu.edu/aboutus/index.jsp?val=learning_outcomes
Gloria Acoba, Assessment Lead  Gloria.acoba@sjsu.edu

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.

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

Learning Outcomes:  http://dev.sjsu.edu/studentunion/aboutus/learning_outcomes.html
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.

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)
Campus and Community Partnership Initiative

Fernanda Karp, Assessment Lead  Fernanda.karp@sjsu.edu

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.

Assessment: 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.


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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.

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.”

Assessment: [http://www.sjsu.edu/counseling/About_Us/Assessment_Reports/index.html](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.

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.

**Assessment:** [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.

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

Learning Outcomes: http://www.sjsu.edu/gape/
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.

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

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 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.

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)
Bonnie Sugiyama, Assessment Lead for the Centers  Bonnie.sugiyama@sjsu.edu

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

Assessment: http://www.sjsu.edu/1gbtrc/aboutus/assessment/index.html
Scott Bokker, Assessment Lead  joseph.bokker@sjsu.edu

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.

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 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.

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**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.

**Assessment:** [http://www.sjsu.edu/mosaic/about/assessment/index.html](http://www.sjsu.edu/mosaic/about/assessment/index.html)

**Learning Outcomes:** [http://www.sjsu.edu/mosaic/about/learningoutcomes/index.html](http://www.sjsu.edu/mosaic/about/learningoutcomes/index.html)
Office of the Registrar

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.

Assessment and Learning Goals:  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.

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.

Assessment: http://www.sjsu.edu/studentconduct/About/assessment/index.html

Learning Outcomes: http://www.sjsu.edu/studentconduct/About/learning-outcomes/index.html
Laurie Morgan, Assessment Lead for Organization  laurie.morgan@sjsu.edu

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.

Assessment:  http://www.sjsu.edu/studenthealth/assessment/index.html

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.  

   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.  

   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.  

   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 Manual.  

   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.

Assessment: http://www.sjsu.edu/getinvolved/about/assessment/index.html

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

**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.

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


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.


Student Affairs Programs and Services...preparing our grads with skills & knowledge to address world-wide challenges.

Photo, courtesy of SJSU Communications and Marketing.
The Student Affairs Division focused its AY 2013-14 LOBA on one of the SJSU’s Learning Outcomes – Applied Knowledge, enhancing the student’s ability to:
  - Integrate theory, practice, and problem solving to address practical issues.
  - Apply their knowledge and skills to new settings or in addressing complex problems.
  - Work productively as individuals and in groups.

87.9% (29) of the Division departments/programs participated, representing Campus & Community Engagement, Enrollment Services, Student Life, and Student Services clusters.

Grand total of 213 assessments were reported: 91 (42.7%) Utilization; 38 (17.8%) Satisfaction, and 84 (39.5%) Learning Outcomes.

84 learning outcomes were implemented, 60 (71%) of which were newly created this year and focused specifically on enhancing students’ learning and abilities to apply knowledge through a variety of outside-the-classroom experiences.

The 84 learning outcomes were classified into 4 categories: programs, activities & events; career development; marketing; & community engagement.

55 Direct Measures (independent validation, external to the student) and 24 Indirect Measures (student’s self-reported rating) were used to assess results of the 60 new learning outcomes.

Direct Measurements applied to the 60 learning outcomes included: 20%-Rubrics; 49.1%-Pre and Post-tests; 27.3%-Behavioral Observation; 1.8% each-Exit Interviews and Essays.

Indirect Measurements of these 60 new outcomes consisted of: 33.3%-Questionnaires; 20.8%-Records; 16.7%-Quizzes; 12.5% each-Exam and Surveys; 4.2% Checklists.

Of the 60 new learning outcomes created, 45 were met (75%) and another 15 were partially met (25%).

The Division created an Assessment Council comprised of representatives from its Divisional Instructional Technology, Enrollment Services, Student Life and Student Services clusters and participated in the SJSU Assessment Facilitator’s Task Group and WASC subcommittees.

Brief summaries of each participating program or department’s outcomes are included on the Division of Student Affairs website. More comprehensive assessment outcomes are available on most individual department websites.