

The EMSA Assessment Framework

Enrollment Management & Student Affairs (EMSA)
Assessment Team

EMSA Assessment Framework: A Quick Overview

- Step 1: Review, Align & Update **Mission & Program Goals**
- Step 2: Develop & Submit **Assessment Plan**
- Step 3: Develop & Submit Individual **Assessment Initiatives (Maps)**
- Step 4: Review and Report **Results (Maps)**
- Step 5: **Rinse and Repeat**



Role of Assessment Coaches

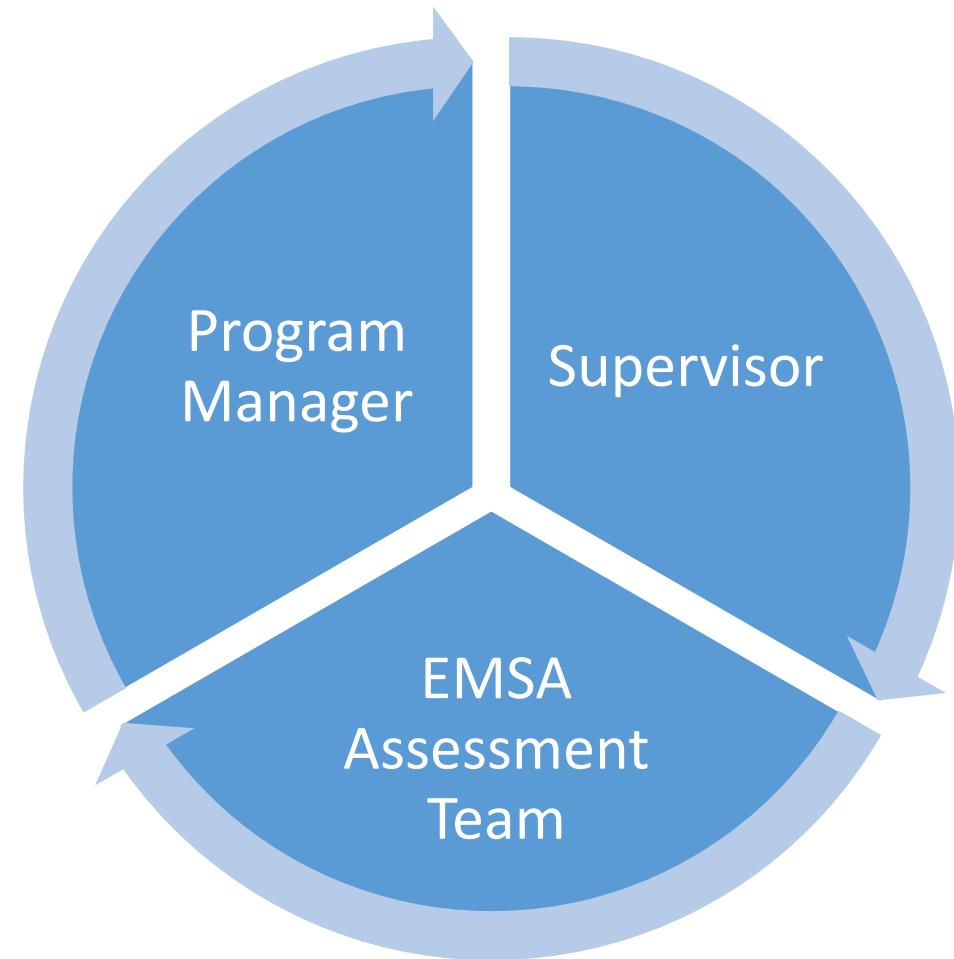
- Assist in creating a division-wide culture of assessment
- Provide support and consultation
- Coordinate the divisional assessment process
- Track program reviews
- Help make assessment practical, helpful and manageable
- Learn alongside colleagues
 - Not experts...

Role of Assessment Coaches

- In consultation with the VP of EMSA:
 - Review and maintain assessment plans
 - Maintain program review schedule
 - Review and maintain assessment results
 - Assist with professional development opportunities
- What isn't our role?
 - Create departmental assessment plans
 - Conduct departmental assessments
 - Dictate what programs to assess
 - Design assessment instruments

Assessment Planning Loop

- Communicate & plan
- Be intentional
- Be creative but realistic
- Keep it simple but effective



EMSA Assessment Framework:

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- Step 4: Review and Report **Results (Maps)**
- Step 5: **Rinse and Repeat**

Step 2: Develop & Submit Assessment Plan

Assessment Plans May Include:

- ***Student Learning Outcomes (Must include)***
- Non-Student Learning Outcomes
- Operational Outcomes
- Benchmarking
- Program Reviews (Self Study & External)
- Usage / Attendance Numbers
- Student Needs
- Student Satisfaction / Perceptions
- Environmental Scans
- Use of National / Organizational Standards
- Retention, Persistence, Graduation, Completion, GPA Rates, etc.



Student Learning Outcomes (SLO):

- Bread & butter of assessment plan
- Focus & priority of all assessment plans
- Must be 25% - 50% of all assessment efforts
- Must use a minimum of one direct assessment method per SLO initiative

Assessment Initiative	Year(s) when program / outcome is assessed				
Program (Assessment Type)	2018-19	2019-20	2020-21	2021-22	Every year
Sanction Program: Bear Facts Ethics Workshop (SLO)		X			
Sanction Program: Reflection Assignments (SLO)	X	X	X	X	X
Participation Reports (Participation Rates)	X	X	X	X	X
Self-Study (Program Review)			X		
External Review (Program Review)				X	
Preliminary Briefings (SLO)		X			
Student Advocate Pilot Program (SLO, Non-SLO) (NEW PROGRAM)	X			X	
Student Conduct Adjudication Processes Questionnaire (SCAPQ) (Benchmarking, SLO, User Satisfaction, Environmental Scan)		X		X	
Conflict Wise Sanction Program (SLO, Non-SLO) (NEW PROGRAM)	X				
"20 Minutes to Trained" (SLO/LO) (NEW PROGRAM)	X		X		

Step 3: Annual Assessment Initiatives

- Annual Assessment Activities
- Plotted on an assessment map
 - Provides consistent format
 - Maps outcome to mission, strategic plan and/or **general education**
 - Indicates measures used
 - Identifies a specific target: outcome, objective, goal, purpose, etc.
 - Describes the type of assessment method
 - Identifies timeframe
 - One per assessment initiative
 - Two Types: SLO and Non-SLO/Operational
 - 3-10 initiatives (and maps) per program
- ***Submit to Assessment Committee by end of September 2018***

Step 3: Annual Assessment Initiatives:

- SLO Assessment Map
 - SLO (*Students will be able to...*)
 - Measures
 - Direct/Indirect
 - Targets/Anticipated Outcomes
 - Links
 - Example
- Non-SLO Assessment Map
 - Outcome
 - Measures
 - Usually Indirect
 - Targets/Anticipated Outcomes
 - Links
 - Example

Student Learning Outcomes (SLO) Map

I. Program Information:

II. <u>SLO</u>	III. <u>Measures</u>	IV. <u>D/I</u>	V. <u>Targets/Anticipated Outcomes</u>	VI. <u>Key Findings/Actual Outcomes</u>	VII. <u>Actions Taken/Adjustments</u>	VIII. <u>SP/GE Link</u>	IX. <u>Dept. Mission/Goal Link</u>

Step 3: Assessment Map: Submitted Beginning of Fall Semester

Program Information: Reflection Assignment – Following the student conduct process and completion of an educational sanction, students will complete a written reflection assignment to evaluate their learning experiences, personal and community awareness and plan for future behavior.

<u>SLO</u>	<u>Measures</u>	<u>D/I</u>	<u>Targets/Anticipated Outcomes</u>	<u>Key Findings/Actual Outcomes</u>	<u>Actions Taken/Adjustments</u>	<u>SP/GE Link</u>	<u>Dept. Mission/Goal Link</u>
As a result of completing a self-reflection assignment, students will be to demonstrate awareness regarding making better decisions, understanding consequences, impact on community, identify plan for future behavior, and making connections life decisions.	Reflection assignments will be evaluated via a rubric based five learning outcomes and using a 4 point evaluation scale.	D	100% of participants who complete a reflection paper will achieve a final score of 3.0 or higher on a 4.0 scale.			SP Goal 3: Caring Campus Community GE Goal 3.3 Ethical reasoning & action	SC Goal 3. Develop and deploy a learning outcomes based sanction program to provide meaningful educational and restorative opportunities for student participants.

Program Information: Student Conduct Preliminary Briefings - Students are provided information regarding their rights in the student conduct process prior to responding to a charge. This assessment is designed to gauge their comprehension of these rights and confidence level in making an informed decision.

<u>SLO</u>	<u>Measures</u>	<u>D/I</u>	<u>Targets/Anticipated Outcomes</u>	<u>Key Findings/Actual Outcomes</u>	<u>Actions Taken/Adjustments</u>	<u>SP/GE Link</u>	<u>Dept. Mission/Goal Link</u>
Upon completion of a student conduct preliminary briefing, students will be able to identify key student rights afforded to them in the conduct process.	Participants will be provided an exit slip to identify key due process rights afforded to them in the conduct process.	D	75% of students will identify at least 2 major rights afforded to students in the conduct process; 25% of students will identify at least 1 major right.			SP Goal 3: Caring Campus Community GE 1.6: Information literacy; GE 3.3: Ethical reasoning and action	SC Goal 2. Establish and implement comprehensive procedures and protocols to address student conduct.
Upon completion of a student conduct preliminary briefing, students will gain an understanding of the student conduct process to make an informed response to charges.	Participants will be provided an exit slip to identify confidence levels in their ability to make an informed response.	I	100% of students will indicate an ability (strongly agree or agree) to make an informed response to charges.			SP Goal 3: Caring Campus Community GE 1.6: Information literacy; GE 3.3: Ethical reasoning and action	SC Goal 2. Establish and implement comprehensive procedures and protocols to address student conduct.

Non-SLO Assessment Map

- I. **Program Information:** User Satisfaction: *Student Conduct Adjudication Processes Questionnaire (SCAPQ)* addresses the effectiveness of the hearing process and assesses important learning outcomes of the process.

<u>II.</u>	<u>III.</u>	<u>IV.</u>	<u>V.</u>	<u>VI.</u>	<u>VII.</u>	<u>VIII</u>
<u>Operational Outcome</u>	<u>Measures</u>	<u>Targets/Anticipated Outcomes</u>	<u>Key Findings/Actual Outcomes</u>	<u>Actions Taken/Adjustments</u>	<u>SP/GE Link</u>	<u>Dept. Mission/Goal Link</u>
Improve the overall student satisfaction of conduct process in the areas of perceived fairness, communications and learning.	User Satisfaction Assessment Administer the Student Conduct Adjudication Processes Questionnaire (SCAPQ)	Achieve a 10% improvement of scores in the areas of System Efficacy and Learning categories from previous SCAPQ administration.			GE Goal 3: Personal & Social Responsibility	SC Program Goals 1, 2, & 3

Step 4: Review and Report Results

- Report Highlights of Findings on Assessment Maps
 - Key findings
 - Actions taken / adjustments to be made
- Do not submit raw data, instruments, etc. but keep on file
- ***Submit to Assessment Committee by end of May 2019***

Step 4: Review and Report Results

- SLO Assessment Map
 - Key Findings
 - Actions Taken/Adjustments
- Example
- Non-SLO Assessment Map
 - Key Findings
 - Actions Taken/Adjustments
- Example
- Report highlights of findings on assessment maps
- Do not submit raw data, instruments, etc. but keep on file
- ***Submit to Assessment Committee by end of May 2019***

Results Submitted Beginning end of Spring Semester

<u>SLO</u>	<u>Measures</u>	<u>D/I</u>	<u>Targets/Anticipated Outcomes</u>	<u>Key Findings/Actual Outcomes</u>	<u>Actions Taken/Adjustments</u>	<u>SP/GE Link</u>	<u>Dept. Mission/Goal Link</u>
As a result of completing a <i>self-reflection assignment</i> , student will be demonstrate awareness regarding making better decisions, understanding consequences, impact on community, identify plan for future behavior, and making connections life decisions.	Reflection assignments will be evaluated via a <i>rubric</i> based five learning outcomes and using a 4 point evaluation scale.	D	100% of participants who complete a reflection paper will achieve a final score of 3.0 or higher on a 4.0 scale.	<ul style="list-style-type: none"> • N = 299 • 95% (284) scored a 3.0 or higher on a 4.0 scale; • 4% (12) scored between 2.0 and 3.0 • 1% (3) scored below a 2.0 • Did not meet target of 100% 	<ul style="list-style-type: none"> • Improve reflection sanction instructions regarding the importance of answering each of the 5 questions question outlined on sanction assignment. • Readjust targets to 90% to achieve a 3.0 or higher and 10% to achieve a 2.5 or higher on a 4.0 scale. 	SP Goal 3: Caring Campus Community GE Goal 3.2 Ethical reasoning & action	SC Goal 3. Develop and deploy a learning outcomes based sanction program to provide meaningful educational and restorative opportunities for student participants.

<u>SLO</u>	<u>Measures</u>	<u>D/I</u>	<u>Targets/Anticipated Outcomes</u>	<u>Key Findings/Actual Outcomes</u>	<u>Actions Taken/Adjustments</u>	<u>S/P Link</u>	<u>Dept. Mission/Goal Link</u>
Upon completion of a student conduct preliminary briefing, students will be able to identify key student rights afforded to them in the conduct process.	Participants will be provided an exit slip to identify key due process rights afforded to them in the conduct process.	D	75% of students will identify at least 2 major rights afforded to students in the conduct process; 25% of students will identify at least 1 major right.	<ul style="list-style-type: none"> • N = 93 students total • 71 (76%) identified at least 2 rights afforded to them. • 10 (11%) identified at least 1 right afforded to them. • 12 (13%) did not respond 	<ul style="list-style-type: none"> • Include specific language, handout or website link in all Notice of Charges about student's rights and reassess in 2019-20. • Provide postcard reference to students 	Goal 3: Caring Campus Community	SC Goal 2. Establish and implement comprehensive procedures and protocols to address student conduct.
Upon completion of a student conduct preliminary briefing, students will gain an understanding of the student conduct process to make an informed response to charges.	Participants will be provided an exit slip to identify confidence levels in their ability to make an informed response.	I	100% of students will indicate an ability (strongly agree or agree) to make an informed response to charges.	<ul style="list-style-type: none"> • N = 93 • 92 (98.9%) indicated they strongly agreed or agreed. • 1 (1.1%) disagreed or did not respond 	<ul style="list-style-type: none"> • No adjustments at this time. 	Goal 3: Caring Campus Community	SC Goal 2. Establish and implement comprehensive procedures and protocols to address student conduct.

<u>II.</u>	<u>III.</u>	<u>IV.</u>	<u>V.</u>	<u>VI.</u>	<u>VII.</u>	<u>VIII</u>
<u>Operational Outcome</u>	<u>Measures</u>	<u>Targets/Anticipated Outcomes</u>	<u>Key Findings/Actual Outcomes</u>	<u>Actions Taken/Adjustments</u>	<u>SP/GE Link</u>	<u>Dept. Mission/Goal Link</u>
Improve the overall student satisfaction of conduct process in the areas of perceived fairness, communications and learning.	User Satisfaction Assessment Administer the <i>Student Conduct Adjudication Processes Questionnaire (SCAPQ)</i>	Achieve a 10% improvement of scores in the areas of <i>System Efficacy</i> and <i>Learning Outcomes</i> from previous SCAPQ administration.	N = 82/27% (307) 95% completed 5% partially completed <u>System Efficacy*</u>: <ul style="list-style-type: none"> • 7 subcategories • 4.21 (5.0 scale) • 4% increase from previous <u>Learning*</u>: <ul style="list-style-type: none"> • 16 subcategories • 4.02 (5.0 scale) • 2.5% increase from previous • Did not meet 10% target 	<ul style="list-style-type: none"> • Implement efforts to improve scores in categories lower than the reference group average: (1 of 23) “<i>Heard Student Side</i>” • Provide additional training on preliminary briefings • Revise improvement target to maintain or exceed 4.15 (5.0) 	GE Goal 3: Personal & Social Responsibility	SC Program Goals 1, 2, & 3

*Results from 2014-15 vs. 2016-17; 2017-18 results TBD

Step 5: Rinse and Repeat

- Rinse:
 - Address how data is to be used
 - Program decisions...
 - Make program adjustments and reassess to measure impact
- Repeat: ***[Summer 2019]***
 - Step 1: Review Mission/Goals, as needed
 - Step 2: Adjust & Submit Assessment Plan
 - Step 3: Annual Assessment Initiatives (Maps)
 - Step 4: Report Results (Maps)
 - Step 5: Rinse and Repeat

Summary of Deadlines and Deliverables

- Step 1: Submit Mission & Program Goals **By End of July 2018**
- Step 2: Submit Assessment Plan **By End of August 2018**
- Step 3: Submit 2018-19 Assessment Maps **By End of September 2018**
- Step 4: Submit 2018-19 Results **By End of May 2019**
 - EMSA Review & Feedback
- Step 5: Rinse & Repeat **July 2019 – June 2020**

Thank you!!!!

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