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STUDENT AFFAIRS MISSION STATEMENT

Student Affairs supports the College’s mission by providing students with comprehensive services, development and engagement opportunities to facilitate and promote matriculation, goal attainment, academic success, personal and professional growth, leadership development and lifelong learning. In collaboration with students, faculty, staff and others, Student Affairs enriches students’ educational experiences and promotes student success and retention while employing flexibility to address the ever changing needs of its diverse student body.

PURPOSE STATEMENT

The purpose of the Student Affairs Guide to Assessment is to provide faculty and staff within the Division of Student Affairs with a resource for establishing, implementing and reporting assessment efforts in a standardized format. The established format combines multiple reports including the annual report, institution-wide assessment committee report and major accomplishments report into one comprehensive document. Therefore, units are now only required to submit one report in fulfillment of all areas.

CONNECTING ASSESSMENT TO THE MISSION STATEMENT

A successful assessment plan should flow from the College’s mission statement and subsequently the divisional and departmental assessment plans. Establishing a linear connection between the mission and your assessment plan ensures that your programs and processes will lead to improvement. This connection also aids in your programs and processes being accepted institution-wide.

MISSION → STUDENT LEARNING OUTCOMES → OBJECTIVES → ASSESSMENT

DEFINING ASSESSMENT

Assessment is defined as the systematic process of measuring a performance, a work project, or learning skills. This process is based on specific standards and criteria, giving feedback to an individual or team, which documents growth and provides directives to improve future performance. Standards and criteria are established and communicated prior to all work performance.

Because educators have used the word “assessment” in a variety of ways, it’s important to understand its specific definition in education today. The Higher Learning Commission (HLC) has identified five fundamental questions for institutions to use in discussing and defining assessment:

1. How are your stated student learning outcomes appropriate to your mission, programs, and degrees?
2. What evidence do you have that students achieve your stated learning outcomes?
3. In what ways do you analyze and use evidence of student learning?
4. How do you ensure shared responsibility for assessment of student learning?
5. How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning?
1. What is your Mission Statement? What are the Student Learning Outcomes related to your mission statement?

2. Enter the timeframe to be assessed, the status of the SLO, core mission(s), identify the assessment method and type, and identify your targets.

3. Review your assessments, request data from the College Researcher. Make any modifications, and rework your assessments and targets if needed.

4. Enter your assessment findings, target results, your reflections, any resource requests, action items, and follow-ups for each SLO.

5. Review your SLO Cycle. Think of what worked, what didn’t, and about what your goals will be for the next year.
STATE THE PURPOSE OF THE PROGRAM OR SERVICE

Stating the purpose of your program or service is important because it gives clear boundaries to your efforts. It should be directly connected to the mission statement of the division and/or the institution. In essence, the purpose should be a clear connection of what you do and for whom.

ALIGN THE PROGRAM OR SERVICE WITH ONE OR MORE OF THE COLLEGE-WIDE PLANS

Aligning the mission of your unit and departmental learning goals with other College-wide plans ensures that the division’s various programs and services are all moving towards similar aims.

Academic Master Plan:  
www.ccp.edu/AcademicMasterPlan/

The central objective of the Academic Master Plan is to provide a comprehensive vision to guide academic development. Academic visions, whether at the departmental, divisional or campus level are grounded in the fundamental mission of the College and articulate the goals, directions and priorities for the future of Community College of Philadelphia.

Diversity Plan:  
www.ccp.edu/stafpage/diversity-plan2009-2013.pdf

The Diversity Plan was developed in large part through the leadership and work of the President’s Diversity Council. The Council was organized by President Stephen M. Curtis in 2000 to address diversity issues, outline strategies for valuing the contributions of our diverse campus population, and enhance campus climate.

Enrollment Management Plan:  
www.ccp.edu/emp/

Utilizing the strengths of the College, Enrollment Management provides a systemic and strategic framework to identify state of the art strategies and apply available resources in order to achieve a concerted effort by the College to market and recruit students into the wide variety of program offerings, to process students' inquiries and enrollment and to retain these students until educational goals are met.

Facilities Master Plan:  
www.ccp.edu/vpfin-pl/fmp

The Facilities Master Plan provides a framework for optimizing current space allocations and/or conditions, enhancing the overall attractiveness and functionality of the College’s main campus and the continual development of the College’s three Regional Centers.

Strategic Plan:  
www.ccp.edu/site/about/strategic_plan/index.php

The College’s Strategic Plan outlines the comprehensive approach for the entire College giving consideration to both internal and external factors.
The Technology Strategic Plan serves to articulate and implement a coherent and systematic response to the current and future information technology needs of the College.

Other plans:
Middle States Accreditation Self Study Plan: http://www.ccp.edu/msche/

The Self Study Plan outlines the College’s approach and process in the examination of programs, policies and procedures using the fourteen Middle States Characteristics of Excellence.

**CONSIDER STAKEHOLDERS**

When identifying potential stakeholders who would have interest in program or issue being addressed, consider the following questions:

1. Who cares if program occurs or the issue is addressed?
2. Who is being impacted by the issue and who would be impacted by the program (audience)?
3. Who can assist with the program implementation or addressing the issue?
4. Who brings knowledge or skills about the program/issue?
5. Who will benefit from the program or if the issue is addressed?
6. Who would bring a diverse viewpoint to the program or issue?

**STATE DESIRED LEARNING OR SERVICE OUTCOMES**

**What are Student Learning Outcomes?**

Student learning outcomes or SLOs are statements that specify what students will know, be able to do or be able to demonstrate when they have completed or participated in a program/activity/course/project. Outcomes are usually expressed as knowledge, skills, attitudes or values. SLOs also allow for sound assessment for evaluation and/or enhancement of educational experiences.

**What are the characteristics of good SLOs?**

SLOs specify knowledge and action(s) by the student that must be observable, measurable and able to be demonstrated.

**How to get started:**

1. Ask: What are the most important things a student should know, be able to do or demonstrate after completing my program?
2. Make a list of these things and write them as SLO statements using the examples and hints provided below.
3. If the assessment is for a process, ask: What will students learn from this process? How will we know?

**Helpful hints:**

- Work with one or two people to draft SLOs - incorporating different perspectives helps.
- Review/edit statements with others in your department/program.
- Focus on a small number of learning outcomes that are most relevant to your program. Three to five may be plenty; however, individual department requirements may vary.
Don't try to cover every domain. Focus on domains that are most applicable to your department.

Be sure to specify any particular populations you may be assessing. For instance, departments may have some programs in which only certain students participate.

Clearly differentiate SLOs (which are measurements of what students have learned) from assessment of student satisfaction, program evaluation and purely process measures such as attendance.

**The Importance of Action Verbs**

Action verbs result in overt behavior that can be observed and measured. Sample action verbs are:

- Analyze, apply, argue, arrange, assemble, assess, calculate, categorize, choose, classify, compare, compile, computer, create, criticize, critique, defend, define, demonstrate, describe, design, develop, differentiate, discuss, distinguish, estimate, examine, explain, formulate, identify, illustrate, indicate, interpret, label, list, locate, manage, memorize, order, operate, organize, plan, practice, predict, prepare, propose, question, rate, recognize, repeat, report, reproduce, review, revise, schedule, select, solve, state, translate, use, utilize, write

**Bloom's Taxonomy:** Bloom's Taxonomy is a useful classification of learning objectives within education that educators set for student learning. The [Bloom's Taxonomy Wheel](#) provides examples of verbs and student artifacts to be used as evidence of student learning.

**Examples of Learning Outcomes Statements**

**Examples that are TOO general and VERY HARD to measure...**

- ...will appreciate the benefits of learning a foreign language.
- ...will be able to access resources at the Community College of Philadelphia.
- ...will develop problem-solving skills.
- ...will have more confidence in their knowledge of the subject matter.

**Examples that are still general and HARD to measure...**

- ...will value knowing a second language as a communication tool.
- ...will develop and apply effective problem-solving skills that will enable one to adequately navigate through the proper resources within the Community College of Philadelphia.
- ...will demonstrate the ability to resolve problems that occur in the field.
- ...will demonstrate critical thinking skills, such as problem solving as it relates to social issues.

**Examples that are SPECIFIC and relatively EASY to measure...**

- ...will be able to read and demonstrate good comprehension of text in areas of the student's interest or professional field.
- ...will demonstrate the ability to apply basic research methods in psychology, including research design, data analysis, and interpretation.
- ...will be able to identify environmental problems, evaluate problem-solving strategies, and develop science-based solutions.
- ...will demonstrate the ability to evaluate, integrate, and apply appropriate information from various sources to create cohesive, persuasive arguments, and to propose design concepts.

**How do I write a better student learning outcome?**

- Shortcomings can typically be seen by asking two simple questions:
  - Can it be measured?
  - Is learning being demonstrated?
• Take a look at the following examples:
  ○ Participants will understand the complexity of sociocultural and international diversity.
    ■ Learning is demonstrated, but this SLO will be difficult to measure.
    ■ Students will arrive on time daily.
  ○ This can be easily measured, but learning is not necessarily being demonstrated.
• We see readily that these learning outcomes have shortcomings.
• We can rewrite these to make the learning outcomes measurable and demonstrative of learning:
  ○ Participants will demonstrate the ability to recognize and discuss the complexity of sociocultural and international diversity.
  ○ Students will apply effective strategies for self-management and self-improvement.
• Both of these SLOs answer the two questions. They are measurable and demonstrate that the student has learned.

**DETERMINE THE APPROPRIATE ASSESSMENT METHOD**

Assessment should be an ongoing process, but you do not have to assess everything at the same time. Try to spread assessment activities out over the academic year and summer. When assessing it is best practice to connect your assessment measure specifically to the student learning outcomes by focusing on how the objectives where received by the participant. Having clear SLOs make program and process assessment more seamless. The SLOs can inform how to word your assessment questions and or what tool you use.

**Types of Assessment**

**FORMATIVE**
Formative assessment is the gathering of data on student learning during a single process or program. It helps the facilitator identify concepts or skills that participants are or are not learning well, and to take steps to improve learning.

**SUMMATIVE**
Summative assessment is the gathering of data on student learning at the conclusion of a series of processes or program, as a basis for judging student knowledge and skills. This helps give an overall perspective on a series of processes or programs. It helps the instructor to plan for the next offering of the course.

**Helpful Hints**

- Work as a team with your department, don’t have one person do all of the work.
- It may be useful to cooperate with other departments; staff from other departments could facilitate focus groups, for example.
- Do as much as possible within the context of things that you are already doing/getting paid to do.
- If you have existing assessments, create the assessment to match what you need to know. (Student Orientation and Registration, programmatic assessments, etc.)
- Consider incorporating assessment into:
  1. College Success Courses
  2. Departmental activities
- Determine if it’s necessary to assess programs/services individually or as a group (i.e. all programs in a series vs. individual programs).
• Borrow methods and instruments from other departments or other institutions.
  1. Saves time, you do not need to "reinvent the wheel"
  2. You can find out how well it worked for the others; learn from others success and mistakes
• Buy existing instruments, where appropriate, instead of creating them
  1. Saves time
  2. May provide comparative information
• Make your instrument or assessment or sample as short as it can be and still provide the information that you want. The benefits include optimal use of student time, faculty time, and analysis time.
  1. Focus on your goals—don’t ask questions about unrelated things or collect information that won’t provide feedback about the goals
  2. On surveys, don’t ask several questions about the same thing
• Delegate assessment tasks when possible.
  1. Support staff in your department
  2. Student workers in some cases (e.g. data entry) where appropriate
  3. Students for Independent Study (e.g. working with design of instruments or analysis of results)
• Use electronic media as much as possible
  1. Survey Monkey
  2. Database and spreadsheet applications can greatly simplify the analysis of information.
  3. Electronic storage of results
• Use existing data whenever possible (Academic Profile, College Student Experiences Questionnaire, Alumni Survey, Student Involvement Survey, CIRP survey, IPEDS Data, the Registrar’s Office, etc.)

**CONDUCTING ASSESSMENT - PLANNING CYCLE**

1. State the purpose of the program or service.
2. Align the program or service with one or more college-wide plans.
3. Consider stakeholders who have an interest in the program.
4. State desired learning or service outcomes.
5. Determine the appropriate assessment method.
   (Complete unit assessment reporting template, based on steps 1-5.)
6. Conduct the assessment.
7. Analyze and interpret the assessment data.
8. Summarize findings in a report and/or present to relevant stakeholders.
   (Complete departmental/unit report.)
9. Adjust your program based on assessment results and desired outcomes.
## Conducting Assessment - Checklist

<table>
<thead>
<tr>
<th>Assessment Checklist</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Purpose of Program or Service</td>
<td></td>
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<tr>
<td>Align Program or Services with One or More of the College-wide Plans</td>
<td></td>
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<tr>
<td>Consider Stakeholders</td>
<td></td>
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<tr>
<td>State Desired Learning or Service Outcomes</td>
<td></td>
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<tr>
<td>Determine the Assessment Method</td>
<td></td>
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<tr>
<td>Complete the Unit Assessment Template</td>
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<tr>
<td>Conduct Assessment</td>
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<tr>
<td>Analyze and Interpret Data</td>
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<tr>
<td>Summarize Findings</td>
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<tr>
<td>Complete the Departmental/Unit Report</td>
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<tr>
<td>Adjust Program Based on Assessment Results</td>
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</table>

*Use this checklist to ensure that you are following the cycles of assessment.*

## Analyzing and Interpreting Data

**Make sense of the data**
You must interpret the data and make sense of it by answering questions such as:
- Based on the data, did we reach our outcomes? If not, to what extent did we reach our outcomes?
- Based on the data, are there adjustments we should consider for next time?

It is often best to analyze your assessment with a small group of colleagues. Everyone should look at the data separately, and then come together to share findings. You never know what you might come up with this way!

**Consider alternative hypotheses**
Make sure to consider alternative hypotheses when evaluating the data. Perhaps the issue you chose to focus on is alcohol use and you have just implemented a new program. You review your data and you find out that there is a decrease in usage across campus after the first year of implementation of the program. Can you attribute the decrease to your program? You may want to check to see if there were any policy or enforcement changes that may have also contributed to lower usage rate.

**Ways to evaluate**
Look for patterns and gaps in your data, including differences between sub-groups (males vs. females, participants vs. non-participants, new students vs. continuing students).
### UNIT EXAMPLE – STUDENT LIFE

<table>
<thead>
<tr>
<th>Name Of Report</th>
<th>Location</th>
<th>Departmental/Unit Goals</th>
<th>Desired Outcome(s)</th>
<th>Objective(s) (Activity/Program/Service)</th>
<th>Assessment Tool</th>
<th>Additional Data Sources</th>
<th>Frequency of Assessment</th>
<th>Lead Unit</th>
<th>Team Leader</th>
<th>Connection To College-wide Plans</th>
<th>Connection to Middle States Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philadelphia L.E.A.D.S. – Emerging Leaders</td>
<td>Student Life</td>
<td>Enhance student learning and development through a greater understanding of self-using leadership competencies. Facilitate positive social change for the student, college and community.</td>
<td>Students will come to see themselves as leaders and change agents capable of actualizing their educational and personal goals.</td>
<td>Student will attend 7 Emerging Leader sessions using Social Change Model for Leadership.</td>
<td>Pretest/Posttest Survey Journals</td>
<td></td>
<td>Will be assessed a minimum of 9 times throughout the semester.</td>
<td>Student Leadership and Involvement Center</td>
<td>Jenavia Weaver</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
UNIT ASSESSMENT REPORTING DEFINITIONS

1. Name of Report
   Name of program or process to be assessed. For example, Student Orientation and Registration.

2. Location
   Where information about the specific program or process can be obtained. This could be the name of the responsible unit or web address if posted online.

3. Departmental/Unit Goals
   The broad aim of the program or process which should be connected to higher level divisional and departmental goals and institutional mission that describes what you want to achieve. For example, to enhance the delivery of student services.

4. Desired Outcome(s)/Student Learning Outcome(s) for Program/Process
   The description of the knowledge, skills and competencies expected to be exhibited upon successful completion of the program or process. Outcomes must be measurable and are used for the development of the assessment. Outcomes can be based on the Council on Advancement of Standards, theoretical approaches or best practices for Student Affairs. For example, students will be able to self register for classes, students will receive communications in a timely fashion, or staff will become more student-centered.

5. Program/Process Objective(s)*
   The strategies or implementation steps to attain the identified goals. Objectives should be narrow with a beginning and an end. For example, host a one week professional development series on standards of student interaction.

6. Assessment Tool for Program/Process
   The instrument or method being used to collect data. For example, this could be a paper survey, written evaluation, or technological data collection instrument such as Titanium or SurveyMonkey.

7. Additional Data Sources
   Where data is obtained from outside sources. For example, Institutional Research reports, data obtained from Banner, Noel Levitz Reports, or Community College Survey of Student Engagement.

8. Frequency of Assessment/Target Dates
   How often the assessment is conducted. For example, by semester, annually, biannually, etc.

9. Lead Unit
   The unit responsible for managing the assessment.

10. Team Leader
    The individual responsible for managing the assessment.
11. Connection to Other College-wide Plans
   - Academic Master Plan
   - Diversity Plan
   - Enrollment Management Plan
   - Facilities Master Plan
   - Strategic Plan
   - Technology Strategic Plan

12. Connection to Middle States Standards
   Standard 1: Mission and Goals
   Standard 2: Planning, Resource Allocation, and Institutional Renewal
   Standard 3: Institutional Resources
   Standard 4: Leadership and Governance
   Standard 5: Administration
   Standard 6: Integrity
   Standard 7: Institutional Assessment
   Standard 8: Student Admissions and Retention
   Standard 9: Student Support Services
   Standard 10: Faculty
   Standard 11: Educational Offerings
   Standard 12: General Education
   Standard 13: Related Educational Activities
   Standard 14: Assessment of Student Learning

For more detail on the Middle States Standards please visit:
DEPARTMENTAL/UNIT REPORTING TEMPLATE

Name of Department
Name of Unit
Academic Year

Mission Statement: This is the mission of the department or unit that is submitting the report.
Annual Goals: In a bulleted format, list the annual goals. The annual goals are those that were established at the end of the prior academic year. These goals should be connected to the mission statement.
Submitted By: This is the individual that is submitting the report.
Date of Report: This is the date that the report is being submitted.

Annual Accomplishments
In a bulleted format, list your major accomplishments for the year utilizing the goals as established by the Vice President for Student Affairs.

Department/Unit Goal 1
This is the first department/unit goal. Additional goals should be listed below using the same format. Department/Unit goals should be connected to higher level divisional, departmental or unit annual goals and institutional mission that describe what you want to achieve. Department/Unit goals can be identified by referring to the Program and Process Reporting Template under Unit Goals.

- **Outcome/Student Learning Outcome for Program/Process 1**
  This is the description of the knowledge, skills and competencies expected to be exhibited upon successful completion of the program or process for Department/Unit Goal 1. Outcomes must be measurable and are used for the development of the assessment.

  - **Program/Process Objective 1**
    The first strategy or implementation step to attain Department/Unit Goal 1. This could be a program, service or activity used to achieve the anticipated outcome as listed above.

    - **Assessment Results**
      List what the results are from your assessment. These results may be obtained from one or multiple assessment measures.

    - **Outcome of Department/Unit Goal**
      Indicate the status of the department/unit goal. Was it achieved, deferred or eliminated?

  - **Program/Process Objective 2**
    The second strategy or implementation step to attain Department/Unit Goal 1.

    - **Assessment Results**
      These results may be obtained from the same assessment measure used for program/process objective 1.

Recommendations for Future Actions
Based on all of your assessment results and additional data sources, describe any recommendations that you may have for needed improvements for the department or unit as well as any programs, processes or services that should be eliminated. This section should also include any budgetary implications that need to be considered for improvements or cost reductions.
Mission Statement: The mission of the Student Life Center is to cultivate an environment for success in support of the academic mission of the College by providing opportunities to students to participate in activities that promote diversity awareness, social engagement, leadership development and civic responsibility.

Annual Goals:

- Implement a leadership development program for student clubs and organizations.
- Review and revise, as needed, the staffing structure to better accommodate office needs.
- Increase opportunities to promote diversity and global understanding.
- Improve marketing of programs and activities.

Submitted By: David Greene

Date of Report: May 10, 2012

Annual Accomplishments

FOCUS AREA: STUDENT LIFE

Goal 6: Enhance the programs and activities offered through the Student Life area.

Supports Strategic Plan Goals A1, A2, D1, H1

6A. Develop collaborative partnerships between academic and student affairs to foster student development.
    - The Student Life Center collaborated with the Art, Acting and Architecture programs to create a community Halloween party that served more than 300 students and community members.
    - The Student Life Center worked with faculty to offer 33 co-curricular programs serving over 600 students throughout the academic year.
    - The Student Life Center worked with faculty to create 24 events for the 2012 International Festival which served more than 1200 students during the week.
    - The Student Life Center worked with faculty to produce three student literary magazines.
    - The Student Life Center, in collaboration with the Department of Business and Technology, established the “Doing Business Globally” speaker series.
    - The Student Life Center, in collaboration with the Nursing department, added a health service-learning group to the Spring Break Merida, Mexico Cross-Cultural program.

6B. Improve student leadership development opportunities.
    - The Student Life Center redesigned and implemented the new three-tier leadership development program: Emerging Leaders, Student Leadership Challenge, and Leaders in Service.
    - The Student Life Center worked with students to design and implement the 2012 Alternative Spring Break trip to New Orleans, LA.

6C. Improve marketing efforts promoting student life activities to include the use of social networking tools.
    - The Student Life Center completed the hiring process for the Coordinator for Campus Life Marketing
position.
- The Student Life Center produced a Facebook marketing campaign that added over 300 new members to its page increasing the total likes to 882.

6D. Examine and modify Student Code of Conduct.
6E. Establish a Behavioral Intervention Team.
6F. Implement Career Services audit recommendations.
6G. Complete Athletics Audit.
6H. Evaluate existing Student Life organizational structure and implement changes.
   - The Student Life Center began its administrative audit.
   - The plan for revising the organizational structure has been completed. The job descriptions for the Director of Student Programs and Coordinator, Student Leadership and Involvement Center are being revised to reflect the change.

---

Department/Unit Goal 1
Improve student leadership development opportunities.

- **Outcome/Student Learning Outcome**
  Student leaders will gain knowledge of processes, procedures and skills to successfully manage their organizations.

  o **Program/Process Objective**
    Develop and implement an officer development and training program for Student Government Association, Phi Theta Kappa, and the Vanguard.

    - **Assessment Results**
      Out of eleven student leaders eligible to participate, ten attended the training for a participation rate of 91%. Participants included: three from SGA; five from PTK; and two from the Vanguard. 99% of the participants indicated an understanding of the process for scheduling space. 100% of the participants indicated an understanding of financial processes and procedures. 95% of the participants learned new strategies to motivate their members. Participants indicated a desire to learn more about the College’s history; wanted opportunities to interact with the President’s Cabinet; and suggested further training was needed regarding creative marketing.

- **Outcome of Department/Unit Goal**
  This goal was achieved. The officer development and training program was held on August 11, 2011.

Department/Unit Goal 2
Improve marketing efforts promoting student life activities to include the use of social networking tools.

- **Outcome/Student Learning Outcome**
  Students will be aware of the various social media tools used by Student Life.

  o **Program/Process Objective**
    Develop and implement a Facebook marketing campaign to promote student life activities.

    - **Assessment Results**
      Over 300 new members liked the Student Life Facebook page increasing the total likes to 882.
• **Outcome of Department/Unit Goal**
  This goal was achieved. The marketing campaign was successfully developed and implemented.

---

**Recommendations for Future Actions**

Students participating in the leadership development program expressed an increase in knowledge of College policies and procedures. As a result, the Student Life Center saw a decrease in errors in purchase requisitions and space request forms. In addition, more students were actively involved in SGA, PTK and the Vanguard than in previous years. Therefore, it is recommended that this training be provided to the presidents, treasurers and advisors of all the active clubs and organizations. In order to accomplish this task, it is recommended that a mandatory training be offered in 2012-2013. Because students indicated a desire for increased interaction with members of the President’s Cabinet, the possibility to have members of the cabinet lead specific workshops should be explored. In addition, $5,000 dollars will need to be added to the budget to accommodate the increase in participants.

The results of the Facebook marketing campaign yielded a 34% increase in total likes to the Student Life Facebook page. While these results are positive, more can be done to improve the use of the Student Life social networking tools. With the addition of the new Coordinator for Campus Life Marketing more attention will be given to this area in the upcoming year.
STUDENT AFFAIRS ADMINISTRATIVE UNITS

Admissions

Admissions Operations
Admissions Processing Team
Information Center

International Student Services

Student Outreach and Recruitment
Several of our colleagues and colleges have compiled invaluable information (this is a sampling):

**Assessment Conversation Guide, Boston College**
http://www.bc.edu/content/bc/offices/vpsa/Assessment/boston_college_assessmentresources.html

**Quick Assessment Techniques, Boston College**
http://www.bc.edu/content/bc/offices/vpsa/Assessment/boston_college_assessmentresources.html

**Assessment Glossary, Tulsa Community College**
http://assessment.tulsacc.edu/IRAWeb/Assessment/AssessmentGlossary/tabid/82/Default.aspx

**Vocabulary for Assessment and Evaluation, Central Piedmont Community College**
http://www.cpcc.edu/learningcollege/learning---outcomes/vocabulary---for---assessment---and---evaluation

**Assessment Basics, Paradise Valley College**

**Cabrillo College**
http://pro.cabrillo.edu/slos/Assessment%20of%20Student%20Services.html

**Modesto Junior College**
http://www.mjc.edu/current/resources/studentservices/health/serviceareaoutcomes.html

**Haywood Community College (Counseling Specific outcomes)**
http://www.haywood.edu/counseling_services_ecds

**Fullerton College**
http://slo.fullcoll.edu/PDFs/2010_FC_StudentServices_SLOs.pdf

**Orange Coast College**
http://www.orangecoastcollege.edu/about_occ/accreditation/StudentLearningOutcomes.htm

**San Jose State University**
http://www.sjsu.edu/getinvolved/about_us/learning_objectives/

**Santiago Canyon College**
http://sccollege.edu/StudentServices/SLOs/Pages/default.aspx

**Cal State Long Beach**
http://www.csulb.edu/divisions/students/assessment/assessment_of_student_learning_outcomes/division_of_student_services_featured_student_learning_outcomes/list.htm#ASI
Use the CRS database to size the market. That data is wrong.

Then use the SIBS database. That data is also wrong.

Can you average them? Sure, I can multiply them too.

I don’t support this project until I see your advanced assessment methodology plan.

I’ll have it in ten minutes. Assuming you don’t know what it’s supposed to look like.

Very good.

I’ll be in the shower trying to wash my soul.

Um... I’ll be assessing... by measuring... and um...