Utilizing Assessment in Student Affairs at the Community College

Dr. Sam Hirsch and Dr. Ron Jackson
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“To serve Philadelphia as a premier learning institution where student success exemplifies the strength of a diverse, urban community college.”
The College

- 34,000+ Credit & Noncredit Students
- 15,000+ FTE Students
- 28,000+ Credit Students
- 70+ Programs of Study
- 400+ Full-Time Faculty
- 730+ Part-Time Faculty
Locations

• Main Campus
  1700 Spring Garden Street

• Northwest Regional Center
  1300 W. Godfrey Avenue

• West Regional Center
  4725 Chestnut Street

• Northeast Regional Center
  12901 Townsend Road
Demographics

• 37% Male
• 63% Female
• Median Age is 25
• 52% are 25 and older
• 82% of first time, full-time students and 64% of all students receive some type of financial aid
• Substantial portion of low-income and first generation students
Diversity

- 72% Students of Color
  - 53.2% African American
  - 27.9% White
  - 10.4% Hispanic
  - 8.0% Asian/Pacific Islander
  - 0.5% Native American

- Largest single point of entry into higher education for students of color in Pennsylvania

- Ranked #12 nationally in number of associate’s degrees awarded to African-American students
How Did We Get Here?

• Providing Context of Why
• College-wide Administrative and Service Area Audits
• Achieving the Dream – Evidence Based Context
• Annual Unit Reports
• College Budgeting Process
• Middle States Focus
Introducing Assessment in Student Affairs

- Student Affairs Assessment Committee
- Staff Development Strategy
Student Affairs Assessment Committee
Purpose

Student Affairs is committed to creating and advancing a culture of assessment whereby our work grows increasingly effective as we strive and continue to enhance the student experience at the College.
Committee Role

To provide:

• Leadership for assessment activities in Student Affairs
• Serve as an advisory group to Student Affairs on matters relating to assessment.
• Assist in developing and articulating an approach to assessment
Committee Role, cont.

• Assist individuals and departments/units within Student Affairs to gain a greater understanding of effective assessment practices that are grounded in the substantial bodies of literature (best practices and theory) and research that already exist about conducting assessment, student development, and how students learn.
Goals

- Establish a standard and consistent approach across the Division within programs and services.
- Facilitate the development and assessment of student learning outcomes for programs/services.
- Provide guidance in assessing how students are benefitting and learning from programs and services.
Goals, cont.

• Function as a learning community that provides reinforcement, support and division-wide professional development opportunities for assessment efforts.
Charge

• Develop, review and monitor a credible, yet manageable, assessment plan focused on Student Affairs services and programs to include student learning outcomes.
• Provide advisory support for the Division to meet needs for planning.
Charge, cont.

• Create and maintain an awareness of and to foster a culture of assessment within Student Affairs.

• Serve as a resource to departments/units as they undertake assessments and annual reports.

• Provide leadership and consultative guidance to departments/units in designing and completing assessment strategies.
Charge, cont.

• Work collaboratively with Institutional Research and the College-wide Assessment Committee.
• Serve as the catalyst for building coordinated, purposeful assessment activities.
• Design a Student Learning Outcomes assessment plan.
Charge, cont.

- Develop evaluation methods with criteria for each outcome.
- Assist in establishing a standard format for unit level assessment annual reports that will be integrated into a Division of Student Affairs assessment report.
- Collect, standardize, and maintain Division-wide assessment data.
Staff Development Strategy
Staff Development Workshops

- Establishing an Effective Unit Mission Statement
- Creating Goals, Objectives and Student Learning Outcomes
- Creating an Effective Assessment Tool
Utilizing Assessment in Student Affairs

- Review of College and Student Affairs Mission Statements
- Define Terms
- Cycle of Assessment
- Assessment Planning Cycle
- Departmental Assessment Reporting Plan
Review of College and Student Affairs Mission Statements

• Units that did not have mission statements created one.
• Existing mission statements were reviewed to ensure that they were aligned with the divisional and College mission statements.
Define Terms

- Student Learning Outcomes
- Goals
- Objectives
Cycle of Assessment

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.

The Path to Possibilities
Community College of Philadelphia
www.ccp.edu
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.
<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>
</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>
</tr>
</tbody>
</table>
Departmental Assessment Reporting Plan

• Office Name
• Academic Year
• Office Mission
• Annual Departmental Goals
  – Connected to Divisional Goals
Departmental Assessment Reporting Plan, cont.

• Departmental Objectives
• Student Learning Outcomes
• Rationale for Assessment Tool
• Data Results
• Conclusions/Recommendations/Budgetary Implications
Departmental Unit Reporting Template

Name of Department
Name of Unit
Academic Year

Mission Statement:
Annual Goals:
Submitted By:
Date of Report:

Annual Accomplishments

Department/Unit Goal 1

- Outcome/Student Learning Outcome for Program/Process 1
  - Program/Process Objective 1
    - Assessment Results
    - Outcome of Department/Unit Goal

Recommendations for Future Actions
Question and Answer