The Division of Student Affairs at San Francisco State University launched its inaugural assessment program in April 2009. Prior to that date, units within Student Affairs had focused primarily on individual program improvement efforts. In preparation for the WASC Capacity and Preparatory Review scheduled for March 2011, Student Affairs shifted the focus and began a deliberate effort to bring student learning outcomes to the forefront. The move from a student satisfaction/program improvement model to a student learning outcome-based model resulted in this document which describes the assessment plans that were developed and implemented within Student Affairs units during the 2009-10 academic year.

To begin this effort, Student Affairs directors received a two-day training program conducted by Lori Varlotta, Vice President for Student Affairs, California State University Sacramento. The training program helped Student Affairs directors understand the basics of assessment:

- Aligning the department mission with the missions of the Student Affairs Division and the University. In some cases, the departments needed to craft new mission statements.
- Identifying the two to three overarching planning goals to broadly frame their work during the upcoming years.
- Articulating at least three significant student learning outcome and/or program outcomes to achieve for students who participate in their programs or utilize their services.

Directors were asked to develop instruments and collect data to measure the student learning that occurred. As might be expected in an inaugural effort at identifying measurable outcomes, some instruments and assessment approaches proved to be more valuable than others. The second cycle of developing and measuring outcomes will be greatly improved based on the experience gained in 2009-10. The foundation for evidence-based decision making and outcome-based assessment will be used to create more robust assessment plans for the next cycle in 2010-11.

The following report details the assessment plans created by each unit in Student Affairs. For specific questions about the outcomes associated with a certain program area, please contact the Director identified as the contact person for that particular department. Assessment plans for the following Student Affairs departments are included:

- Athletics
- Campus Recreation
- Career Center
- Disability Programs and Resource Center
- Educational Opportunity Program (EOP)
- Financial Aid
- LEAD (Leadership, Engagement, Action, Development)
- Registrar’s Office
- Student Health Services
- Student Outreach Services
- Testing Center
- Undergraduate Admissions
- University Housing
Mission Statement

The Campus Recreation Department strives to meet the dynamic needs and interests of students by providing programs and services that promote positive physical and mental health; encourage lifetime interest in active, healthy lifestyles; and provide student leadership opportunities that complement the academic experience. We promote an environment that values, embraces, and enriches individual differences by providing students, faculty, and staff with programs that reflect the diversity of San Francisco State University.

Rationale

The Campus Recreation Department is committed to providing programs and services that complement university academics while emphasizing equality, social justice and diversity. Campus Recreation programs enable students, faculty and staff to achieve a greater understanding of campus life through sport, aquatic and wellness based activities.

Planning Goals

Goal 1: Increase awareness among students, faculty, and staff of the programs and services provided by the Campus Recreation Department.

Goal 2: Provide students with programs and services that promote positive physical, mental and social health, encouraging a lifetime interest in active, healthy lifestyles.

Goal 3: Provide student leadership opportunities that foster physical and mental growth and professional development.

Goal 4: Continue to collaborate with university departments and programs to expand the awareness of students, faculty, and staff of the programs and services provided at San Francisco State University.

Student Learning Outcomes and Program Objectives

Student Learning Outcome (SLO) #1

The Campus Recreation student staff will achieve an average cumulative score of ninety-percent or better on written tests involving all aspects of the Campus Recreation Department (emergency preparatory skills required by CPR and First Aid).

Rationale:

Student workers employed in the Campus Recreation Department should be knowledgeable of all the programs and services provided within the department. This is an important factor in providing effective customer service as well as promoting various programs and services to our participants.

Measures:

Student employees will attend a one to two day training workshop where they will receive instruction in employment policies, emergency action plans, CPR & First Aid, customer service, conflict management, and health & wellness. They will be given a test prior to and at the end of the training workshops to establish the level of knowledge retained.
**Results:**
Student staff achieved an average score of 81.40% on their initial test (following orientation) and a score of 83.01% on their second test (midway through the semester). This indicates an improvement of 1.62%.

**Conclusions:**
Although we did not reach our projected goal of 90%, we believe that our staff met expectations in terms of understanding a satisfactory amount of information regarding our program. The staff showed improvement from Test 1 to Test 2 indicating that they learned additional information from performing their job in the field.

**Student Learning Outcome #2**
Campus Recreation student lifeguards and officials will rate their level of confidence in performing their job functions upon receiving skills tests. Seventy-five percent of surveyed staff will achieve a score of four or higher on a five-level Likert scale.

**Rationale:**
Students can learn the tasks involved with performing basic job responsibilities. However, this does not indicate mastery of job skills nor does it indicate level of confidence to perform basic job responsibilities. Confidence in skills acquisition provides students with an ability to become more proficient in their field of work leading to better employment outcomes throughout their life.

**Measures:**
Employee assessments will be administered twice each semester using direct observation, performance evaluations, and drills. Assessments will be conducted by Campus Recreation Department professional staff and will be followed by an employee debriefing. Each debriefing will include: critical analysis of performance, areas for improving performance, as well as positive discussion points. Each student will then be given a survey to report their degree or confidence in performing their job functions. Students will indicate their confidence on a five-level Likert scale (a score of five being very confident and one being very unconfident).

**Results:**
Although we were able to successfully implement employee evaluations, we were unable to provide the self evaluation component. Employees did meet expectations for skills assessment; however, we were unable to score the self-reported level of confidence.

**Conclusions:**
Now that we have generated the rubric, self-reported confidence assessment and skills assessment template for the evaluations, we will be able to reach our objective next semester.

**Student Learning Outcome #3**
One hundred percent of student managers will be proficient in leading constructive and organized meetings alongside being capable of creating and dispersing reports.

**Rationale:**
As mentioned in the mission statement one of the objectives of Campus Recreation is to provide student leadership opportunities. Acquiring skills such as leading meetings, being organized, and having the ability to process, analyze, and communicate reports will most likely prove valuable in whatever career our employees ultimately pursue. Additionally this objective facilitates one of the university’s overarching goals of students writing proficiently.
Measures:
Throughout the semester in staff meetings or when opportunities occur in which a presentation or leadership opportunity arises our student managers will be observed and evaluated. The results will be shared and feedback will be given. Direct observation, evaluations, and tests will be used to measure outcomes.

Results:
Student managers were successful in leading one meeting during the semester. Although the rubric and criteria for the evaluation were generated and scored, there was no second evaluation to compare progress.

Conclusions:
Next semester we will score two evaluations as to compare the student’s progress and competency in skills acquisition.

Student Learning Outcome #4

Ninety percent of Campus Recreation student staff will be able to correctly answer questions on all San Francisco State programs and services that collaborate with the Campus Recreation Department.

Rationale:
Student workers employed in the Campus Recreation Department should be knowledgeable of all San Francisco State programs and services that collaborate with the Campus Recreation Department. The more informed they are, the more likely they will be able to properly answer patron questions, and promote various programs and services to their peers.

Measures:
Through regular meetings, student employees will receive information regarding all programs and services that collaborate with the Campus Recreation Department. They will be given a test prior to and at the end of each semester to establish the level of knowledge acquired.

Results:
Student staff achieved an average score of 81.40% on their initial test (following orientation) and a score of 83.01% on a second test (midway through the semester). This indicates an improvement of 1.62%.

Conclusions:
Although we did not reach our projected goal of 90%, we believe that our staff met our expectations in terms of understanding a satisfactory amount of information regarding our program. The staff showed improvement from Test 1 to Test 2 indicating that they learned additional information from performing their job in the field. Additionally, we combined learning outcome #4 with learning outcome #1 and administered a comprehensive exam that covered both departmental information as well as information regarding our campus partners.

Program Objective #1
Eighty-Five percent of patrons surveyed will rate their satisfaction with the particular Campus Recreation program as a three or better on a five-level Likert scale.

Rationale:
Participants of the various programs within Campus Recreation should enjoy their experiences. Evaluating the satisfaction levels of the participants will allow the department to adapt policies, procedures, and/or tailor programs to better serve their needs. Additionally this objective demonstrates Campus Recreation’s commitment to equity and social justice through the content of and delivery of its programs and services.
**Measures:**
Once per semester, the Campus Recreation Department will provide a survey to all program participants to evaluate existing programs and services. A target return of ten percent of active participants will be achieved.

**Results:**
For our purposes this semester, we chose to use a four-level Likert scale (1= unsatisfactory, 2=satisfactory, 3=good and 4=excellent) in our initial survey for the campus recreation department. The survey consisted of seven questions concerning a variety of program areas:

1. How would you rate the VARIETY of exercise classes offered by the Campus Recreation Department? Avg. Score: 3.08
2. How would you rate the quality of instruction offered by the Campus Recreation Department? Avg. Score: 2.69
3. How would you rate the hours of availability of Campus Recreation Programs? Avg. Score: 3.07
4. How would you rate the helpfulness of the Campus Recreation Staff? Avg. Score: 3.27
5. How would you rate the quality/quantity of equipment provided by the Campus Recreation Department? Avg. Score: 2.58
6. How would you rate the communication of the Campus Recreation Department? Avg. Score: 3.13
7. How would you rate your overall membership experience within Campus Recreation Department? Avg. Score: 2.80

**Conclusions:**
Based on our original objective, our desired score on a five-level Likert scale would be 3 out of 5 (60%). However, since we used a 4-level Likert scale, the equivalent objective would be a score of 2.3 out of 4 (60%). Our lowest avg. in any category was a 2.58 (64%) and our overall avg. was 2.9 (73%).