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 Career Center provides centralized career services that assist students and alumni in developing, evaluating, and implementing a self-directed career plan and in making pertinent employment decisions.

Rationale: Assisting students in selecting an academic major and developing a career plan contributes to the University’s mission to retain its highly diverse student population, and to serve the communities by producing qualified graduates to meet the employment needs of employers.

Planning Goals

Goal 1: Increase first-year students' knowledge of the programs and services available in the Career Center.

Goal 2: Provide proactive and comprehensive career services in collaboration with Academic and Student Affairs departments.

Goal 3: Develop a centralized resource for experiential education programs and opportunities.

Goal 4: Provide high-quality career counseling, resources, and technology to meet our students' diverse and changing needs.

Student Learning Outcomes and Program Objectives

Goal 1: Increase first-year students' knowledge of the programs and services available in the Career Center.

Student Learning Outcome (SLO) #1

Create a learning module to be presented in at least 50% of the Freshmen Year Experience classes (AU 101) in which first-year students who participate will demonstrate increased knowledge of the career planning process, programs and services offered and the web-based resources.

Rationale:
First-year students who gain increased knowledge from the career module will be better able to understand the career planning process, programs and services offered and the web-based resources and be able to explore and evaluate career choices using career center resources.

Measures:
A pre- and post-test will be developed. First-year students enrolled in the Freshmen Year experience AU 100 classes will answer correctly 90% of post-test questions given at the completion of a career module.

Results:
Due to the discontinuation of most FYE classes, we were not able to pursue this measure. For next year we will target our programming efforts to first-year students living on campus and will develop a pre- and post-test that will measure their learning through career-focused workshops and trainings.
Goal 2: Provide proactive and comprehensive career services in collaboration with Academic and Student Affairs departments.

Program Objective #1

Work closely with faculty from specific academic programs and majors to develop a career peer advisor/mentor program during 2009-10 with full implementation during the 2010-2011 academic year. Develop and present a career planning workshop/module focusing on the value of leadership as a transferable job skill in collaboration with the Leadership Program coordinated by the Office of Student Programs and Leadership Development (OSPLD) by August 2009.

Rationale:
Student leaders from SF State student organizations benefit from knowledge about the relevance of leadership to career and professional development.

Measures:
We were unable to come up with a measurement tool in time for the Leadership Program for the Fall 2009 semester. We will be working with LEAD in developing a pre- and post-test that will measure student leaders learning the significance of their leadership skills as they pertain to career development.

Results: N/A

Goal 3: Develop a centralized resource for experiential education programs and opportunities.

Student Learning Outcome (SLO) #1

Students attending the "How to Find an Internship" workshop/career module will become familiar with resources available to find an internship or co-op program and to help enhance their career planning efforts.

Rationale: Ability to identify resources helps students enhance their career planning efforts.

Measure:
Students attending the "How to Find an Internship" workshop/career module will answer correctly 90% of the questions given at the end of the workshop/module.

Results:
Results of post-workshop assessment for How to Find the Perfect Internship, Spring 2010
- 22% (5/22) of students scored 100%
- 50% (11/22) of students scored 80%
- 27% (6/22) of students scored 60% or below

Conclusion:
The measurements show that 16/22 or 72% of all students who took the Find the Perfect Internship workshop in Spring 2010 answered at least 80% of the questions correct. However, only 22% of all the students surpassed the goal of answering 90% of the questions correctly by scoring 100%. The question structure will be reviewed for future assessments and the workshop content will be revamped.

Despite missing the target goal of all students scoring 90% on the post-assessment we are pleased with the 72% of students who scored 80% or above.

Goal 4: Provide high-quality career counseling, resources, and technology to meet our students' diverse and changing needs.
**Student Learning Outcome Goal #4**

Students using Career Center services will develop effective job search skills that will enhance their ability to present themselves to potential employers in a professional manner.

**Rationale:**
Effective job search skills improve students’ ability to present themselves to potential employers in a professional manner and succeed in finding a suitable position upon graduation.

**Measures:**
The Career Center’s employment services coordinator will solicit feedback, via surveys and a focus group, from a group of employers on an annual basis on how well SF State students are presenting themselves during the job-search process.

**Results:**
We found that the tools currently in use are not providing accurate assessment information to provide appropriate statistical analysis. We will develop a tool to measure students, prior to participating in On-Campus Interviewing (OCI) and/or one of our Career Expos, use of Career Center services. Meanwhile, employers will be asked to provide us feedback on how well the students were prepared during OCI and/or a Career Expo. Then we should have a large enough sample size to compare the group of students who have used Career Center services to those who have not used our services before.