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
LEAD (Leadership, Engagement, Action, Development)  
Division of Student Affairs  
San Francisco State University  
2009-2010 Assessment Plan

Mission Statement

LEAD (Leadership, Engagement, Action, Development) is a center for student leadership and campus activities. We support SF State students, faculty and staff by providing leadership development programs, student organization resources, and event coordination and consultation. LEAD facilitates transformative learning and student engagement, developing strong leaders and conscientious citizens within SF State’s diverse community and beyond.

Rationale:
Our mission statement is congruent with the University's and Student Affairs mission statements by reinforcing the following:

1.) An emphasis on student learning
2.) Support of the university's diverse population
3.) Social justice and civility
4.) Services and resources provision to the SF State community (faculty, staff and students)

Planning Goals

Goal 1: Leadership - Create and continue myriad leadership opportunities for students; nurture and support other existing leadership programs campus-wide (Campus Strategic Plan Goal I, IV, V, and VI)

Goal 2: Engagement - Facilitate engagement opportunities for student leaders and organizations on the SF State campus and in the community (Campus Strategic Plan Goal I, V, VI, and VII)

Goal 3: Action - Encourage and provide a forum for civil action and activism to promote equity and social justice (Campus Strategic Plan Goal I, V, VI)

Goal 4: Development - Provide Transformative education that encourages critical thinking and social and cultural awareness (Campus Strategic Plan Goal I, II, IV, V, and VI)

Student Learning Outcomes and Program Objectives

Goal 1: Leadership - Create and continue various leadership opportunities for students; nurture and support other existing leadership programs campus-wide (Campus Strategic Plan Goal I, IV, V, and VI)

Student Learning Outcome (SLO) #1
50% of students attending the Leadership Symposium will increase their knowledge of various campus resources that prompt them to participate more fully in University life (Campus Strategic Goal V)

Rationale:
In a complex and bureaucratic University environment, knowledge of and access to campus resources is essential to student success and development.

Measures:
Through the use of a pre and post-test, all symposium attendees will be asked to identify basic campus resources available to student leaders
Results:
LEAD conducted an evaluation of the event:

Total number of students emailed to complete evaluation = 351
Total number of complete responses received = 69
Response rate = 19.7%

Although LEAD was not able to do a pre-post test for this event, information relevant to the student learning outcome, although not specifically measured, included:
- 89.9% of those submitting an evaluation replied Strongly Agree or Agree to the following question: At the Leadership Symposium, I received information that will be valuable to me as a student leader at SF State
- 75.4% of those submitting an evaluation replied Strongly Agree or Agree to the following question: At the Leadership Symposium, I learned about other student organizations and campus organizations at SF State.

Conclusions:
Students who completed the evaluation form for the Symposium self-reported that they learned important information from the event. However, a pre/post test will be developed for future events to measure specific leadership skills and information attained by attendees.

Goal 2: Engagement - Facilitate campus and community engagement opportunities for student leaders and organizations. (Campus Strategic Plan Goal I, V, VI, and VII)

Programmatic Objective #1
Use the newly developed web resources that promote student leadership opportunities to increase the number of leadership applications for Associated Students Incorporated and Cesar Chavez Student Center Governing Board elected positions by 10% from the previous academic year. (Campus Strategic Goals I, V, and VI)

Rationale:
Currently, the application pool is low. Perhaps, this is due in part to limited access to the relevant information regarding position descriptions and application processes. Serving on the ASI and/or CCSCGB provides students with an opportunity to develop leadership skills, organizational knowledge, and professional experiences that can bolster success at SF State and beyond. We want to promote these opportunities broadly to students to augment their personal and professional development.

Measures:
Obtain application numbers from 08-09 academic year and compare with application numbers for the 09-10 academic year.

Results:
Student Center Governing Board Election Information
Candidates:
- In 2008, seven students applied as candidates and 55 candidates as write-ins
- In 2009, seven students applied as candidates and 44 candidates as write-ins
- From 2008 to 2009, there was no increase or decrease in the number of students that applied as candidates and a 20% decrease in the number of write-in candidates

Votes:
- 1,670 students voted in the election in 2008
- 1499 students voted in the election in 2009
- From 2008 to 2009, the number of votes decreased by 10%.
**Assocaited Students Inc. (ASI) Election**

**Candidates**
- Number of candidates in both 2009 and 2010 was 40.
- From 2009 to 2010, there was no increase or decrease in the number of students that applied as candidates

**Votes:**
- 1600 students voted in the election in 2009
- 2300 students voted in the election in 2010
- From 2009 to 2010, the number of votes cast increased by about 44%

**Conclusions:**
For the Student Center Governing Board election information, the numbers were lower than the previous year. The programmatic objective was not achieved. Furthermore, the data that we have does not statistically show any causality between the decreases in number of candidates and votes from 2008 to 2009 and anything done and/or not done by the LEAD staff.

For the Associated Students Inc. (ASI) election information, there was no change in the number of candidates. However, there was considerable growth in number of votes. Again, the data that we have does not statistically show any causality between the sharp increase in number of votes cast and anything done and/or not done by the LEAD staff.

This goal needs to be reviewed and changed in order to statistically show causality.

**Goal 3: Action** - Create a forum that teaches students how civil action and activism can effectively promote equity and social justice (Campus Strategic Plan Goal I, V, VI)

**Student Learning Outcome #3**
65% of student leaders attending activism, social justice, and free speech workshops will demonstrate greater knowledge in these areas. (Campus Strategic Goal I, V, and VI)

**Rationale:**
SF State has a rich history of student activism around social justice. Due to the changing nature of University policies and laws around related topics, however, faculty and staff do not always have the most current information from which to advise students.

**Measures:**
Pre and post test during a workshop series regarding related issues and topics.

**Results:**
There are no results to report, this training did not occur due to resource constraints.

**Goal 4: Development** - Provide Transformative education that encourages critical thinking and social and cultural awareness (Campus Strategic Plan Goal I, II, IV, V, and VI)

**Student Learning Outcome #3**
Students completing the LEAD/Career Center training program will demonstrate knowledge and behavior that is consistent with the Social Change Model. (Campus Strategic Goal I, II, IV, V, and VI)
**Rationale:**
The Social Change Model is commonly used in leadership development programs across the country. By using the tenets of this model, student leaders will gain leadership skills that are reflective of the University's commitment to social justice.

**Measures:**
Socially Responsible Leadership Scale (SRLS).

**Results:**
This student learning outcome was not measured because the Socially Responsible Leadership Scale (SRLS) was not available to be used as a tool to measure this student learning outcome. The student learning outcome will be revised for the 2010-2011 academic year to include an appropriate and accessible tool for measurement.