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 mission of the Athletic Department at San Francisco State University is to provide a broad-based NCAA Division II intercollegiate athletics program that fosters the physical, intellectual, social and emotional development of a diverse and highly skilled group of student-athletes. Participants are given instruction in the theory, technique, rules and appropriate behavior related to selected NCAA sports. Participants utilize academic, medical/health and media resources provided by the department to maximize and/or enhance their experience. Intercollegiate athletics are an important part of the heritage and vitality of the University and provide an opportunity for students, faculty, staff, alumni and friends to share experiences, and by doing so, enhance the cohesiveness of campus life.

Rationale:
The Athletic Department assists in creating a learning environment that promotes intellectual and athletic accomplishment by providing excellent instruction and support services to our student-athletes. In addition, the department engages and reaches out to the University and Bay Area communities with programs and events that encourage respect, diversity, equity and good sportsmanship, all hallmarks of the City of San Francisco and the region.

Planning Goals

Goal 1  Provide an environment that promotes and encourages academic success.  
(Campus Strategic Planning Goal #2 – Writing)

Goal 2  Instill a sense of good sportsmanship for all participants.  
(Campus Strategic Planning Goal #5 – Full Participation and Goal # 6 – Resource to Community)

Goal 3  Increase spirit activities and encourage spectator participation at competitive events.  
(Campus Strategic Planning Goal #5 – Full Participation and Goal # 6 – Resource to Community)

Goal 4  Provide equitable athletic opportunities for both men and women in the San Francisco State Athletic Program.  
(Campus Strategic Planning Goal #1)

Student Learning Outcomes and Program Objectives

Student Learning Outcome #1

After participating in an Athletic Department orientation workshop for incoming student-athletes, prior to the beginning of the fall semester, 80% of student-athletes who participate in the Athletic Department orientation will score 80% or better on a written NCAA Eligibility and SFSU Academic Graduation Requirement exit quiz.

Rationale:
An important role of the Athletic Department academic advisor and compliance officer is to provide students with information necessary for their continued academic and athletic success. Therefore, these two sub-units will develop a workshop and an assessment instrument to help ensure new students’ understanding of SFSU graduation requirements and NCAA eligibility requirements.
Measure:
After attending an Athletic Department orientation workshop prior to the fall semester, incoming student-athletes will be tested to determine their understanding of academic requirements and NCAA eligibility rules. Student-athletes will complete a quiz including multiple choice, true/false and short answer questions.

Results:
277 potential student-athletes participated in orientation workshops providing information about NCAA Eligibility and SFSU Academic Graduation Requirements in the fall of 2009. They were administered a pre-test prior to an educational segment and a post test after the instruction. 214 of the 277 student-athletes (77%) scored a grade of 80% or better on the post test. 93% of the student-athletes taking both tests improved their scores.

Conclusions:
The instruction provided the incoming student-athletes was instrumental in increasing their knowledge of NCAA Eligibility rules and SFSU Academic Graduation Requirements. This was demonstrated by the attainment of higher test scores by 77% of the participants after the instruction as compared to test score prior to the instruction. We conclude that this is a good instructional technique that should continue to be employed.

Student Learning Outcome #2
After participating in a focus group for event managers, staff, coaches, student-athletes, cheerleaders/pep band members and spectators at the beginning of the fall semester, those attending will develop a list of 15 or more best practices for developing a healthy game environment, for the next three years.

Rationale:
One of the primary objectives of the NCAA Division II strategic plan and a potent teaching point for San Francisco State University Athletics is the creation of a favorable game environment.

Measure:
The facilitator and secretary for the focus group will record in writing a list of the 15 best practices the group determined to be essential in developing a healthy game environment.

Results:
A focus group met to develop a list of best practices to ensure a healthy game environment at San Francisco State University athletic events for the next three years. The group followed the NCAA template to establish best practices in the areas of civility, comfort and entertainment. A total of 36 best practices were identified with responsibilities for administration/staff, coaches, student-athletes, cheerleaders/band, spectators/student support groups/alumni. Some of these practices are already in place and some were initiated this year.

Conclusions:
The focus group was useful in terms of viewing game environment from a number of contexts. It was a good measure in regard to current practices and in terms of areas that need to be improved.

Student Learning Outcome #3
After participating in a “Welcome Days” workshop hosted by the Athletic Department Spirit Coordinator prior to the beginning of the Fall semester, 80% of the students attending will score higher on a written post test regarding facts about the athletic teams and spirit groups than on the pre-test taken at the beginning of the workshop, each year for the next three years.
Rationale:
An important aspect of collegiate life is the opportunity to share in the heritage and vitality of the University outside of the classroom. Involvement in student activities such as spirit groups provides an arena for social and emotional growth as well as enhancing the cohesiveness of campus life.

Measure:
Students will be administered a pre and post test to determine their knowledge regarding facts about the athletic teams and spirit groups after participating in a "Welcome Days" workshop hosted by the Athletic Department Spirit Coordinator prior to the beginning of the Fall semester. Student-athletes will complete a quiz including multiple choice, true/false and short answer questions.

Results:
A “Welcome Days” workshop hosted by the Athletic Department Spirit Coordinator was presented in the fall of 2009. Representatives from the cheerleaders, band, student athlete advisory committee and the spirit groups presented information relative to their activities and encouraged participation. Approximately 15 new students attended the workshop and the format was not conducive to a pre and post test scenario. Therefore, no testing was conducted.

Conclusions:
This workshop needs to be marketed more aggressively in order to generate the attendance desired. Perhaps a better measure of its success would be to count the number of new enrollees in each of the spirit groups (the cheerleading squad, the band, the tail gators, etc.) and the increase in attendance at athletic contests.

Program Objective #1

The Athletic Director will implement budgets that provide scholarships and operational funding for men's teams and women's teams that is within 5%-10% of the proportion of NCAA eligible men and women undergraduates on campus for the next three years.

Rationale:
One of the key tenets of SF State is to provide equitable access and opportunity to all students. In athletics, where competition does not generally cross gender lines, it is incumbent upon the University to provide funding that ensures a just distribution of resources to both women’s and men’s teams.

Measure:
The Equity in Athletics Disclosure Act report will be prepared annually by the department budget manager and reviewed to ensure that an equitable proportion of funding is provided for scholarships and operational expenses for each gender.

Results:
The Athletic Director believes he implemented budgets that provided scholarships and operational funding for men's teams and women's teams that was within 5%-10% of the proportion of NCAA eligible men and women undergraduates on campus. These results will be confirmed with the completion of 2009-10 Equity in Athletics Disclosure Act report to be filed later in the year.

Conclusions:
The EADA report is an excellent measure of equitable distribution of resources between genders. San Francisco State University's Athletic program has and continues to meet its goal in this area.