



**CALIFORNIA UNIVERSITY**

**O F P E N N S Y L V A N I A**

## ***STUDENT AFFAIRS***

### **I. COMMON STUDENT AFFAIRS CORE VALUES:**

- Civility and Citizenship
- Teamwork
- Diversity
- Engagement in Community
- Student Success
- Effective Communication
- Leadership
- Career Preparedness
- Personal Competence

### **II. LEADERSHIP DEVELOPMENT LEARNING OUTCOMES:**

- Cognitive Competency
  - ✓ Intellectual growth and critical thinking
  - ✓ Creativity and innovation
  - ✓ Collaboration
  - ✓ Appreciating diversity
- Practical Competencies
  - ✓ Personal development (Individual)
  - ✓ Interpersonal skills (Group)
  - ✓ Civic engagement (Community)

### **III. LEARNING DOMAIN AND DIMENSIONS:**

- Cognitive Complexity (critical thinking, reflective thinking, effective reasoning, creativity)
- Intrapersonal Development (realistic self-appraisal, identity development, commitment to ethics and integrity, spiritual awareness)
- Interpersonal Competence (meaningful relationships, interdependence, collaboration, effective leadership)

- Humanitarianism/Civic Engagement (understanding and appreciation of cultural and human differences, global perspective, social responsibility, sense of civic responsibility)
- Practical Competence (pursuing goals, communicating effectively, technological competence, managing personal affairs, managing career development, demonstrating professionalism, maintaining health and wellness, living a purposeful and satisfying life)

## **DEPARTMENT-LEVEL OUTCOME EXAMPLES**

(BEGINNING ON PAGE 53 OF AESAO HANDBOOK)

### **Academic Marketing**

- Increase non-traditional student enrollment by developing focused marketing and recruiting strategies
- Increase the number of awards (degrees or certificates) annually by 1%
- Departments will express satisfaction in efforts to market their programs
- Create timely and more efficient e-communication processes to connect internally and externally with colleagues, as measured by...
- Track the value of specific media used throughout the recruitment and retention cycles
- Develop and launch a new branding campaign that will provide visibility of the...
- Implement marketing strategies that will target key internal and external audiences to increase awareness of...
- Expand efforts to position the institution as a nationally recognized, innovative academic University that focuses on unique student-centered programs...
- Create awareness to the business community about the University's professional development efforts to provide training for graduating students
- Increase the number of unique views of the University's news (on all campus websites and social media platforms) by at least 5%, year over year
- Increase sales of University logo wear and logo-branded items by at least 5%, year over year

### **Advising**

- Meet or exceed NSSE benchmarks in high impact advising practice as evidenced by student responses on survey items:
  - 1) During the school year, about how many times have you and your academic advisor discussed your academic interests, course selections, or academic performance?
  - 2) During the current school year, to what extent have your academic advisors done the following?
    - Been available when needed
    - Listened closely to your concerns and questions
    - Informed you of important deadlines
    - Helped you understand academic rules and policies
    - Informed you of academic support options (tutoring, study groups, help with writing, etc.)
- 70% of first-year students will develop an educational plan during their first semester
- Students will view their advisors as well-informed and supportive partners in the development of their academic and career plans

- Students will identify well-reasoned implications and consequences from their personal and professional goals
- Students will understand requirements to make progress toward completing their degree programs
- Students will complete their registration for the next semester in a timely manner
- An increased number of faculty/staff will be trained in proactive advising methods

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### **Career Services**

- Student goal attainment with volunteer service and service-learning
- Efficiency of services provided by the Career Resources Center
- Increase student, faculty, and staff awareness of Career Placement activities, events, and services
- Student will be able to create an effective resume
- Students will demonstrate knowledge of workforce and professional careers including possibilities for employment, how to search for jobs, how to prepare resumes, and professional expectations

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### **Food Services**

- Incorporate sustainable practices as economically and operationally feasible
- Increase student use of the Dining Services card
- Students will be overall more satisfied with dining services as reflected by the annual customer satisfaction survey
- Students will be more satisfied with the weekend Dining Services hours as reflected by the 2018 Customer Satisfaction Survey

### **Health Services**

- Students will join wellness and informational activities planned and implemented during each semester
- Students will participate in prevention informational activities planned and implemented each semester
- After receiving immunization consultation at Student Health Services, students will be able to comply with the recommended vaccine series

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### **International Programming**

- Students demonstrate knowledge of interconnectedness/interdependence of political, environmental, social, and economic systems on a global scale and in a historical context

- Students understand their own culture within a global/comparative context
- Students apply culture-specific knowledge to think critically and comparatively about global issues
- Students understand, respect, and appreciate cultural differences (Attitude Outcomes Measures)
- Students are able to observe while reserving judgment and to interpret unfamiliar cultural contexts
- Students appreciate the role of customs and tradition in determining acceptable behavior, attitudes, and perceptions

(Outcomes adapted from University of Virginia Education Abroad Learning Outcomes Assessment:

<https://educationabroad.virginia.edu/sites/educationabroad.virginia.edu/files/UVAEdAbroadLearningOutcomes.web.pdf>)

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### **Student Services/Activities**

- Develop student learning outcomes throughout all student services departments
- Increase student satisfaction with leadership development program
- As a result of participating in student leadership activities students will recognize the value of civic responsibility and participate in organizations and/or events that will benefit their campus, local, state, national, and global communities
- Develop a series of strategic initiatives to increase student engagement in one or more activities outside the classroom. Efforts will specifically target groups of students who have reported being less engaged (e.g. commuter students, new transfer students, etc.)
- Increase attendance at student events (athletic competitions, plays, musical performances, art exhibits, etc.)
- Increase participations rate of student-athletes in community outreach program
- Increase in student membership in clubs, organizations, student government, etc.
- Students will develop a sense of self-efficacy and personal responsibility to enhance their appreciation of lifelong learning
- Students will demonstrate current levels of acceptance for culturally different people through an attitudinal self-evaluation instrument and journal entries
- Students will choose a healthy lifestyle with appropriate stress management, physical health, nutrition awareness, and alcohol and drugs behaviors

### **Academic and Student Affairs**

- Increase the four- and six-year graduation rates of under-represented students
- Improve the first-year retention rate by....
- Increase the number of students making progress toward on-time completion
- Decrease the number of students required to take remedial courses to less than 40% of the incoming class for fall 2017

- Increase second year retention rates for remedial students
- Create new dual enrollment pathways
- Develop an Early Warning System for faculty to use in monitoring student success and employing intervention strategies to support student success
- Increase student success in mathematics and college persistence

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### **Student Housing**

- Students will demonstrate:
  - Competence in life skills (i.e., time management, communication, and problem solving) gained through participation in programs such as living-learning communities, etc.)
  - Multicultural competence and active citizenship through participation in multicultural organizations, community service projects, campus diversity programs, and civic engagement opportunities
  - Leadership competence through involvement in residence halls, Greek letter organizations, student organizations, and other co-curricular experiences that promote engagement with the University
  - Behaviors consistent with institutional values including academic integrity, civility, personal wellness, and respect for others and their property

*(Adapted from Ball State University Learning Outcomes:*

<https://cms.bsu.edu/campuslife/housing/aboutus/learningoutcomes>)

### **Veterans' Affairs**

- Veteran students who use the Veterans' Center counseling services will report satisfaction with the level of information they receive concerning their educational benefits
- VSC students will maintain an average 3.0 term GPA (Standard of Performance: 80% of VSC students will have earned a 3.0 term GPA or higher)
- Increase graduation rates and decrease time to degree for VSC students

### **Women's Center**

- Fund 5 demonstration projects that test the effectiveness of innovative civic engagement ideas
- Develop diversity and tolerance outcomes and metrics for student development programs
- Conduct 3 workshops on alcohol, substance use, and HIV/AIDS prevention in at least 25 classes per semester and in residence halls reaching a total of 1,200 students during the academic year
- Decrease bias-incident response effort by establishing a formal bias incident response team (BIRT)

- Offer joint training sessions, tabletop exercises, or open forums to engage around issues of diversity and inclusion

Students participating in WC activities will:

- Develop an understanding of feminist theory and praxis through educational opportunities, advocacy training, and connection between academics and the feminist movement
- Demonstrate knowledge of importance of meaningful communication in relationships including the difference between healthy and unhealthy relationships
- Demonstrate an understanding of agreement and consent
- Clearly articulate the definitions of sexual harassment and sexual misconduct

(Adapted from: University of Scranton: Jane Kopas Women's Center Learning Outcomes:  
<http://www.scranton.edu/studentlife/studentaffairs/womens-center/Mission%20Statement.shtml>)

## UNIT-LEVEL OUTCOME EXAMPLES

(BEGINNING ON PAGE 7 OF AESAO HANDBOOK)

- **Faculty Professional Development Center:** First-year and senior participation rates in high impact educational practices (HIP) area (learning communities, service learning, internships, undergraduate research, and study abroad) will meet or exceed national and regional NSSE benchmarks
- **Career and Professional Development Center:** Increase percent of students completing internships and co-ops by 10% annually
- **Food Services:** Incorporate sustainable economically and operationally feasible practices

(BEGINNING ON PAGE 8 OF AESAO HANDBOOK)

- **Career and Professional Development Center:** Students will demonstrate knowledge of workforce and professional careers including possibilities for employment, how to search for jobs, how to prepare resumes, and professional expectations
- **Office of Multicultural Affairs and Diversity Education:** 50% increase programming for student support and engagement through new Multicultural Center
- **Counseling Center:** An increase in support for students and others experiencing bias
- **Office of Multicultural Affairs and Diversity Education:** All student-athletes will receive information on the programming provided within the Office of Multicultural Affairs
- **Career and Professional Development Center:** 20% expansion in opportunities for civic engagement and service learning as measured in OrgSync
- **Office of Student Affairs:** The institution will meet or exceed NSSE benchmark for student perception of safety and belonging
- **Office of Student Affairs:** Meet or exceed NSSE benchmarks in high impact advising practice as evidenced by student responses on survey items
- **Office of Student Affairs:** 70% of first-year students will develop an educational plan during their first semester
- **Health Services:** 25% increase in student participation in prevention informational activities planned and implemented each semester

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### **Sample Unit Outcomes:**

- Increase participation in High Impact Educational Practices (HIPs) and ensure that 75% of students participate in at least two HIPs by graduation (NSSE, OrgSync)



- First-year and senior participation rates in HIP area (learning communities, service learning, internships, undergraduate research, and study abroad) will meet or exceed national and regional NSSE benchmarks
- Access and participation rates across HIPs will be comparable across different racial and ethnic groups (NSSE)
- Increase percent of students completing internships and co-ops by 10% annually (OrgSync)
- Student participation in a co-curricular experience (internship, practica, field-experience, structured research project, etc.) will meet or exceed the average of previous two years in percent of graduates with co-curricular experience
- 80% of general education artifacts assessed with LEAP VALUE rubric system will receive scores at the intermediate or advanced level (3-4). The three areas to be assessed include: Communication and Community, Qualitative and Quantitative Analysis, and Critical and Creative Thinking
- Improve by 2% in relevant measures in the NSSE report
- 5% increase in NSSE mean scores on each test item related to critical/higher-order thinking: analysis, using information to perform a new skill, synthesizing information in new ways, applying theories to practical problems, making judgments
- 10% increase in number of students meeting individually with their Career Coaches to review career assessment results, to discuss choice/change of major, or to explore career options (OrgSync)
- 10% increase in students earning Career Advantage certificates and graduation cords by participating in a number of Career Advantage activities and services including internships, workshops, meetings with their Career Coaches, and uploading their resumes on Handshake (OrgSync)
- Job/Graduate School Placement Rates meet or exceed national average from National Association of Colleges and Employers (NACE) Annual First Destination Survey
- 90% of BSN graduates are employed as a registered nurse within six months of graduation or will be enrolled in a graduate program.
- 90% of employers will express satisfaction with graduate's performance.
- 90% of students who complete job search workshops will respond “agree” or “strongly agree” with the statement: “This workshop provided clear, useful advice I can apply in the job search” on workshop survey (First Destination Survey)
- 10% increase in Career Advantage participation points, student development and learning outcomes via OrgSync
- Improve student persistence, increase graduation rates University-wide and narrow the achievement gap for underrepresented students (IPEDS and PASSHE data)
- The University will exceed the mean graduation rate of degree-seeking students of peer Carnegie and PASSHE institutions (IPEDS)

- Graduation rate for all degree programs will meet or exceed 50%
- Improve the six-year graduation rate for all students from 53% to 60%
- Increase the number of awards (degrees and certificates) annually by 1%
- Maintain or improve the first-year retention rate of 78% (IPEDS).
- Increase minority enrollment to XX% of the annual student headcount (IPEDS)
- The University will exceed the mean retention rate of African American first time, full time students at PASSHE and Carnegie peer colleges (IPEDS)
- The University will maintain retention rates at the levels indicated below with rates being re-evaluated during the 2020 strategic planning process
  - xx% freshman to sophomore
  - xx% sophomore to junior
  - xx% junior to senior
  - xx% graduation rate
- The University will exceed the following NSSE benchmark related to general education outcomes:
  - Percent increase of seniors reporting “quite a bit” or “very much” personal development in writing clearly and effectively
  - Percent of seniors reporting “quite a bit” or “very much” personal development in speaking clearly and effectively
  - Percent of seniors reporting “quite a bit” or “very much” personal development in thinking critically and analytically
  - Percent of seniors reporting “quite a bit” or “very much” personal development in solving complex real-world problems
- The University will exceed NSSE academic challenge benchmarks:
  - Percent of seniors reporting their coursework emphasized analyzing ideas or theories “quite a bit” or “very much”
  - Percent of seniors reporting their coursework emphasized synthesizing information “quite a bit” or “very much”
  - Percent of seniors reporting their coursework emphasized making judgments “quite a bit” or “very much”
- First-year students and seniors will meet or exceed NSSE effective educational practice benchmarks: Level of Academic Challenge, Active & Collaborative Learning, Student-Faculty Interaction, Enriching Educational Experiences, and Supportive Campus
- Undergraduate class sections will have an enrollment at or below PASSHE colleges
- Institution's student-to-faculty ratio will meet or exceed institution's PASSHE (IPEDS)

- The University will meet or exceed NSSE benchmarks on high impact advising practice (how often students discussed their academic interests, plans, course selections, or academic performance with an academic advisor, and to what extent their advisors were available, listened closely, kept them informed, provided understanding about rules, etc.)

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- Fund 5 demonstration projects that test the effectiveness of innovative civic engagement ideas
- Develop diversity and tolerance outcomes and metrics for student development programs
- Conduct 3 workshops on alcohol, substance use, and HIV/AIDS prevention in at least 25 classes per semester and in residence halls reaching a total of 1,200 students during the academic year
- Submit 3 applications for federal and/or non-federal funding for health promotion for University students
- Decrease bias-incident response effort by establishing a formal bias incident response team (BIRT)
- Offer joint training sessions, tabletop exercises, or open forums to engage around issues of diversity and inclusion
- Increase study abroad opportunities by 4%
- Increase to 150 the number of international students on campus
- Increase service-learning opportunities by 20%
- The University will demonstrate that it affords students new opportunities to interact with and learn from others with different backgrounds and life experiences as evidenced by meeting or exceeding benchmark scores on the following NSSE items:
  - During the current school year, how often have you had discussions with people from the following groups:
    - People from a race or ethnicity other than your own
    - People from an economic background other than your own
    - People with religious beliefs other than your own
    - People with political views other than your own
- Achieve 100% participation in supervisor anti-harassment and Title IX training
- Veteran students who use the Veterans' Center counseling services will report satisfaction with the level of information they receive concerning their educational benefits
- VSC students will maintain an average 3.0 term GPA (Standard of Performance: 80% of VSC students will have earned a 3.0 term GPA or higher)
- Increase graduation rates and decrease time to degree for VSC students

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- 10% increase in number of activities and collaborations between the Office of Sponsored Programs and Research and corporations and foundations
- 15% increase in amount of extramural (contracts & grants) funding (and by category: federal, state, city, and private)
- 15% increase in the number of development events and attendees
- Increase the number of formalized partnerships by 20% by 2020
- Increase the number of community members who are in leadership roles with University boards, activities and events by 20% by 2020
- Create communications strategy to increase awareness in the business community about the University's professional development efforts to provide training for graduating students. Increase by at least 5% year over last year, as indicated by the University Perception Survey as well as by other campus surveys of students and stakeholders
- Increase faculty and staff participation in regional boards and advisory groups by 25% by 2020
- Increase student involvement in campus-based activities
- Increase the number of events hosted on campus by 2020
- Increase the number of visitors to campus events by 2020
- Increase from 226 to 250 employers participating in campus recruitment, fairs, and events (OrgSync)
- Increase in events attended by high school students, teachers, and administration

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- Student learning outcomes will be developed and assessed throughout all student services departments by 2020
- 90% student satisfaction rate with leadership development program
- As a result of participating in student leadership activities 70% of students will recognize the value of civic responsibility and participate in organizations and/or events that will benefit their campus, local, state, national, and global communities
- 20% increase in attendance at student events (athletic competitions, plays, musical performances, art exhibits, etc.)
- 50% increase in participation rate of student-athletes in community outreach program
- 20% increase in student membership in clubs, organizations, student government, etc.
- 50% of students will report that they developed a sense of self-efficacy and personal responsibility to enhance their appreciation of lifelong learning
- All student-athletes will receive information on the programming provided within the Office of Multicultural Affairs

- Offer five new intramural sport seasons by utilizing outdoor facilities created by campus master plan
- Be recognized by active-duty and veteran students as an excellent learning community
- 20% expansion in opportunities for civic engagement and service learning as measured in OrgSync
- Maintain funding and support for the Office of Civic Engagement as evidenced by...
- Employees will demonstrate understanding of emergency operating procedures
- XX% of faculty and staff will complete campus-wide emergency training annually
- 25% increase in students participating in joint wellness and informational activities planned and implemented during each semester
- 60% of students will participate in prevention informational activities planned and implemented each semester
- The institution will meet or exceed NSSE benchmark for student perception of safety and belonging
- Student perceptions of physical safety and belonging will be comparable among demographic groups (NSSE)
- Meet or exceed NSSE benchmark for:
  - Quality of interactions with student services staff
  - Quality of interactions with other administrative staff and offices
  - Institution emphasis on helping students manage their non-academic responsibilities
  - Institution emphasis on attending events that address important social, economic, and political issues
  - Include diverse perspectives in course discussions or assignments
  - Percent of seniors reporting they have (or plan to) participated in community service or volunteer work
  - Percent of seniors reporting “quite a bit” or “very much” personal development in contributing to the welfare of their community
  - Percent of seniors reporting “quite a bit” or “very much” development in their personal code of values and ethics
  - Percent of seniors reporting “quite a bit” or “very much” personal development in working effectively with others
  - Percent of seniors reporting “quite a bit” or “very much” personal development in understanding people of other racial and ethnic backgrounds
  - Percent of seniors reporting they had serious conversations with students who are very different from them
- Meet or exceed NSSE benchmarks for:

- Encouraging contact among students from different backgrounds (social, ethnic, religious)
- Providing opportunities to be involved socially
- Providing support for students' overall well-being (recreation, health care, counseling)
- Helping students manage their non-academic responsibilities (work, family, etc.)
- Attending campus activities and events (performing arts, athletic events, etc.)
- Increase academic counseling and support for students by 25%
- 10% increased presence in residential halls with CSOs
- Decrease the number of thefts and other crimes by 25%
- Increase the apprehension of a perpetrator by 25% through utilizing extra security measures
- Increase budget for Victim Services
- Provide training to all new officers on protocols and statutes related to dating/domestic violence, sexual assault, and stalking
- Members of the campus community will be able to operate in a safe and secure environment as evidenced by number of reported crimes on campus
- 100% of campus security personnel will receive emergency response training for responding to active shooter situations or severe weather situations
- Staff will demonstrate a high level of professionalism and proficiency, measured by...
- Students, staff, and community members will indicate that they feel safe while on campus

# NSSE Engagement Indicators (Benchmarks) and Items

## Academic Challenge

### Higher-Order Learning

*During the current school year, how much has your coursework emphasized the following:*

- Applying facts, theories, or methods to practical problems or new situations
- Analyzing an idea, experience, or line of reasoning in depth by examining its parts
- Evaluating a point of view, decision, or information source
- Forming a new idea or understanding from various pieces of information

### Reflective & Integrative Learning

*During the current school year, how often have you*

- Combined ideas from different courses when completing assignments
- Connected your learning to societal problems or issues
- Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments
- Examined the strengths and weaknesses of your own views on a topic or issue
- Tried to better understand someone else's views by imagining how an issue looks from his or her perspective
- Learned something that changed the way you understand an issue or concept
- Connected ideas from your courses to your prior experiences and knowledge

### Learning Strategies

*During the current school year, how often have you*

- Identified key information from reading assignments
- Reviewed your notes after class
- Summarized what you learned in class or from course materials

### Quantitative Reasoning

*During the current school year, how often have you*

- Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)
- Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)
- Evaluated what others have concluded from numerical information

## Learning with Peers

### Collaborative Learning

*During the current school year, how often have you*

- Asked another student to help you understand course material
- Explained course material to one or more students
- Prepared for exams by discussing or working through course material with other students
- Worked with other students on course projects or assignments

## Discussions with Diverse Others

*During the current school year, how often have you had discussions with people from the following groups:*

- People from a race or ethnicity other than your own
- People from an economic background other than your own
- People with religious beliefs other than your own
- People with political views other than your own

## Experiences with Faculty

### Student-Faculty Interaction

*During the current school year, how often have you*

- Talked about career plans with a faculty member
- Worked with a faculty member on activities other than coursework (committees, student groups, etc.)
- Discussed course topics, ideas, or concepts with a faculty member outside of class
- Discussed your academic performance with a faculty member

### Effective Teaching Practices

*During the current school year, to what extent have your instructors done the following:*

- Clearly explained course goals and requirements
- Taught course sessions in an organized way
- Used examples or illustrations to explain difficult points
- Provided feedback on a draft or work in progress
- Provided prompt and detailed feedback on tests or completed assignments

## Campus Environment

### Quality of Interactions

*Indicate the quality of your interactions with the following people at your institution:*

- Students
- Academic advisors
- Faculty
- Student services staff (career services, student activities, housing, etc.)
- Other administrative staff and offices (registrar, financial aid, etc.)

### Supportive Environment

*How much does your institution emphasize the following:*

- Providing support to help students succeed academically
- Using learning support services (tutoring services, writing center, etc.)
- Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)
- Providing opportunities to be involved socially
- Providing support for your overall well-being (recreation, health care, counseling, etc.)
- Helping you manage your nonacademic responsibilities (work, family, etc.)
- Attending campus activities and events (performing arts, athletic events, etc.)
- Attending events that address important social, economic, or political issues

## High-Impact Practice Items

*Which of the following have you done or do you plan to do before you graduate?*

- Participate in a learning community or some other formal program where groups of students take two or more classes together
- Participate in an internship, co-op, field experience, student teaching, or clinical placement

- Participate in a study abroad program
- Work with a faculty member on a research project
- Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)

*About how many of your courses at this institution have included a community-based project (service-learning)?*

## MEASUREMENT EXAMPLES

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### **General Commonly Used Measures:**

#### *INDIRECT/SUBJECTIVE:*

- Focus group sessions or interviews targeted to the policies, processes and procedures of a unit (e.g., admission process, financial aid process, and testing and placement policy)
- Focus Group (e.g. individuals who are users of the support service or program (employers, alumni, faculty, parents, etc.) provide indirect/subjective data that can be used to identify strengths and weaknesses within the program)
- Interview (e.g. one-on-one structured interviews with students, faculty, employers and alumni can provide useful information and be used to identify strengths and weaknesses within the program)
- Staff discussions/evaluations of services to clients
- Review of existing data from professional associations, federal, state, external evaluators/auditors

#### *DIRECT/OBJECTIVE:*

- Faculty/staff and student satisfaction and engagement surveys (e.g. % students student satisfied with Advising and Enrollment Services, % of faculty and staff satisfied with service from the Help Desk)
- Evaluation forms from attendees of a program or training conducted by your unit (e.g., % of new students satisfied with orientation, etc.)
- Unit statistics (e.g., call abandonment rate, resolution rate, % of requests processed on time, training expenditures/employee, student/staff ratios, % transcripts evaluated within x days of receipt, etc.)
- Outcomes Graduating Senior Survey
- Retention and Graduation Rate by Degree and Program (IPEDS Report)
- Graduation Rate: data that indicate the graduation rates for students over a period of time can provide useful information regarding the strengths and weaknesses of the program.
- Attendance rosters, logs, sign-in sheets
- Banner Data/reports
- Satisfaction with advising
- Student data on enrollment, retention, success, goal attainment, etc.
- Faculty data on professional development, use of emerging technologies, grant proposal development and subsequent funding, etc.



- Locally developed tests (e.g. pre/post-test administered before and after a specified learning experience to measure participants' levels of knowledge, skills, and values)
- Other locally developed surveys (e.g., point-of-service surveys, advisory board surveys, and other questionnaires developed by an academic program or administrative unit that ask students or customers about satisfaction with services or programs)
- Embedded questions (e.g., questions designed to determine if clients or participants met a learning outcome)
- Rubrics or scoring guides designed to measure skills, knowledge, or behaviors (e.g., a list of key things you want students to learn or do and the criteria for evaluating the guidelines for evaluating the quality of each aspect listed)
- Behavioral observations (e.g., an observer observes an application of a student learning outcome (club activity, teamwork, internship or apprenticeship, etc.) and rates student performance)
- Observer counts frequency of an event or behavior that is targeted by a particular outcome
- Other surveys that assess students at various points in their academic experience:
  - First Destination Survey
  - National Survey of Student Engagement (NSSE)
  - Student Satisfaction Inventory (SSI)
  - Alumni Survey

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### ***Admissions:***

#### Direct/Objective Measures:

- Number of inquiries, applications, interviews, and confirmations by program
- Inquiries, applications, interviews, and confirmations vs. enrollment management goals
- Acceptance rates by program
- Yield rates by program
- Student diversity
- Open House attendance and contribution of marketing efforts
- Costs related to the admissions process

#### Indirect/Subjective/Indirect Measures:

- Applicant satisfaction surveys
- Admissions process satisfaction
- Usage of online application tracking/status tools
- Perceived access to and helpfulness of the Admissions staff

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### ***Research and Sponsored Programs:***

#### Direct/Objective Measures:

- Amount of extramural (contracts & grants) funding (and by category: federal, state, city, and private)
- Amount of internal funding
- Scores on peer reviewed research grant applications
- Number of research publications, presentations, posters, intra-program, and inter-institutional collaborations
- Number of students participating in research via formal course registrations
- Number (proportion) of faculty involved in research and scholarly activity
- Number of students participating in research via volunteer efforts
- Number of square feet available for faculty research and related offices
- Number of regulatory submissions
- Number of favorable and unfavorable federal compliance reports

#### Indirect/Subjective Measures:

- Satisfaction surveys regarding research resources and opportunities
- Perceived satisfaction with regulatory review committee processes
- Perceived ease of access to research related forms and policies
- Faculty review of research dissertation quality
- Student demonstrations of scientific inquiry by designing, conducting, presenting, or interpreting research in their field of study

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### ***Student Affairs:***

#### Direct/Objective Measures:

- Proportion of admitted students asking questions about orientation information
- Proportion of students accessing Student Affairs offices for:
  - 1) All purposes
  - 2) Student activities
  - 3) Personal counseling
  - 4) Career services/mentorships
  - 5) Community service
- Number of complaints about an absence of professionalism

#### Indirect/Subjective Measures:

- Exit survey of graduating seniors
- Perceived accessibility to administration
- Student satisfaction with career planning and placement

- Student satisfaction with student participation on key committees
- Student satisfaction with personal counseling
- Student participation in student activities
- Student participation in internships
- Student volunteer work
- Student satisfaction with the overall social experience
- Student satisfaction with athletic facilities
- Student satisfaction with intramural athletic offerings
- Student satisfaction with student health services
- Student satisfaction with child care services
- Student satisfaction with services for students with disabilities
- Student satisfaction with services for international students
- Student satisfaction with services for veteran students
- Student satisfaction with the women's center
- Student satisfaction with student organizations
- Student satisfaction with the cafeteria/food services
- Student satisfaction with the leadership development program

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***Media Relations:***

Direct/Objective Measures:

- Number of clicks from online ads to the homepage during the academic year
- Comparisons of inquiries and applications
- Google Analytics data on the website
- Number of clips/media hits

Indirect/Subjective Measures:

- Student survey on how they learned about the college/what advertising they had seen
- Review of marketing materials to assure representation of diverse populations
- Evaluation of new outlets for cost/impact