

Departmental Assessment Plan Template

Updated July 17, 2018

Part I. Departmental Summary

Basic overview of department

Name of person completing form: Matthew Pistilli
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Department name: Student Affairs Assessment & Research
Functional area (if an office within a department, e.g., the Student Loan Education Office within the Office of Student Financial Aid): _____

Please note the date this plan is being created. As it is updated, note those dates in the second row.

Date plan created: 9/5/2018
Date(s) plan updated: _____

Mission and Vision Statements for the Department

Department mission statement. Answers the question: *why does the department exist?*

The Office of Student Affairs Assessment & Research at Iowa State University is responsible for consulting on, leading, and coordinating inquiry efforts across the Division of Student Affairs.

Department vision statement. Answers the question: *what does the department want to be?*

The Office of Student Affairs Assessment & Research strives to provide information about the growth and development of ISU students through:

- transparency in data collection, use, and reporting;
- assessment processes integrated into programmatic and service offerings;
- research efforts that provide insight into and evidence of the effect of student affairs on enrolled students and alumni;
- inclusive collection and analysis of data so that no individuals or groups are disadvantaged or excluded; and,
- ensuring that Division of Student Affairs efforts are centered on the student and the academic mission of creating, sharing, and applying knowledge to improve the world.

Goals and Outcomes for the Department

Goals of the department related to the mission/vision statements. Should answer the question: *what needs to be achieved to demonstrate success?*

1. Create a culture of evidence within the Division of Student Affairs
2. Promulgate assessment efforts and results to the Division and the broader ISU community
3. Determine the effectiveness of departments and functional areas with regard to achieving their identified goals and desired outcomes
4. Monitor the extent to which Divisional assessment and research efforts support the ISU Strategic Plan, the Board of Regents' strategic plan, and key institutional priorities identified by the university's senior leadership.

Outcomes linked to mission and goals of the department – what should happen as a result of students interacting with the department?

List as many outcomes as needed. Outcomes can be any combination of the following:

- i. *Operational outcomes – high-level metrics that deal with specific points to be measured*
 - *Examples: retention rate, dollars spent per student, count of programs, count of students served*
- ii. *Learning outcomes – what we want students to get out of participating, attending, or using what is offered by the department/functional area*
 - *Example: At the end of X program (or, after interacting with service X), students will be able to do Y, as measured by Z.*
- iii. *Program outcomes – Where learning outcomes can be measured at the individual student level to demonstrate learning each gains, program outcomes measure the overall effect.*
 - *Example: The alcohol use social norming campaign will result in a decrease in student transports to the hospital for alcohol poisoning.*
- iv. *Service outcomes – Indicates what the desired result would be were an offering delivered in the most effective way possible.*
 - *Example: Students using the Thielen Student Health Center will indicate high levels of satisfaction with the care they received.*

Students generally do not interact with the Office of Student Affairs Assessment & Research (SAAR). As such, these objectives are framed with regard to the results of staff interacting with SAAR.

1. Staff seeking assistance from SAAR with assessment initiatives or research projects will indicate high levels of satisfaction with the support and information they received.
2. Staff attending professional development sessions on assessment or research will demonstrate increased knowledge in core skills associated with these efforts.
3. Every department in the Division of Student Affairs will have at least one assessment plan on file, and will update that plan on at least a yearly basis.
4. The Division of Student Affairs will have a comprehensive research agenda that indicate the extent to which efforts contribute to the broader knowledge of student affairs practice and implementation.
5. The Division of Student Affairs will be able to explicitly and succinctly demonstrate its effect on student learning, growth, and development as a result of coordinated assessment and research efforts, periodic symposia focused on results of efforts, and assessment/research briefs produced on at least an annual basis.

Part II. Signature and Significant Programs and Services

Departments provide a wide array of programs and services to students, some of which could be defined as being central to their mission and/or something for which the department is known or recognized. From the perspective of each department, these are *signature* or *significant* programs or services.

Note that it is highly unlikely that every individual program will be considered a signature or significant program. If it appears that every program coming from a department falls into these categories, it is likely that there is a broader, overarching program that several of the initiatives would fall under – and that would constitute the signature or significant program.

- *Example: The Office of Sorority and Fraternity Engagement might include Greek Week as a signature program, under which would be the various programs that happen as a part of that program rather than listing out each of the initiatives that, when combined, comprise the Greek Week program.*

Below, please provide a list of and brief description for signature/significant programs/services offered by the department.

1. Co-Curricular Learning Domains (CCLDs) – a set of five learning domains that form the framework and basis for programs and services offered by departments and functional areas within the Division of Student Affairs.
2. Division-wide Research Agenda – a comprehensive document detailing the key research areas of interest for the Division of Student Affairs that can guide the ways in which ISU can contribute to the literature and theory surrounding student affairs.
3. Division-wide Assessment Plan – a comprehensive document that provides a synthesis of assessment efforts occurring throughout the Division and provides insight into ways departments can work with one another on programmatic or assessment efforts to achieve better integration, economies of scale, and/or budgetary savings, among other potential outcomes.
4. Career Readiness Competencies and Student Employee Learning Outcomes – an expansion of the CCLDs wherein we can define the specific skills and experiences student employees in the Division of Student Affairs should have.
5. Professional Development Sessions and Opportunities – as a core function of SAAR, these sessions and opportunities seek to provide staff, graduate students, and other interested parties with skills and information necessary to conduct assessment and research in their current and future roles.

Part III. Internal Analysis

1. Alignment with department mission and vision – How does each signature or significant program or service align with the department’s mission and vision? How does the successful delivery of those programs help the department work towards fulfilling its mission and moving towards achieving its vision? The following statement should be able to be completed to demonstrate alignment: “This program/service supports the mission/vision by...” Add rows to the table below as necessary.

Signature/Significant Program	Alignment with Mission Statement	Alignment with Vision Statement
Co-Curricular Learning Domains (CCLDs)	The CCLDs align with the SAAR mission statement in that they create a common (coordinated) framework in which all Division programs and services can be rooted.	The CCLDs align with the SAAR vision statement in that they ensure that we are student-centered and tied to the academic mission of the institution (bullet 5).
Division-wide Research Agenda	The Division-wide Research Agenda aligns with the SAAR mission statement by leading and coordinating inquiry efforts across the Division that contribute to our knowledge of the field.	The Division-wide Research Agenda aligns with the SAAR vision statement by providing insight and evidence into the effect of efforts across the Division that contribute to our knowledge of the field (bullet 3).
Division-wide Assessment Plan	The Division-wide Assessment plan aligns with the SAAR mission statement by leading and coordinating inquiry efforts across the Division that contribute to our knowledge of the extent to which our efforts effect students’ growth and development.	The Division-wide Assessment plan aligns with the SAAR vision statement by working to integrate assessment into all facets of our work, ensuring transparency in our work, and creating equity in our work (bullets 2, 1, and 4).
Career Readiness Competencies and Student Employee Learning Outcomes	The Career Readiness Competencies and Student Employee Learning Outcomes align with the SAAR mission statement in that they create a common (coordinated) framework on which all student employee positions in the Division can be based.	The Career Readiness Competencies and Student Employee Learning Outcomes align with the SAAR vision statement in that they ensure that we are student-centered and tied to the academic mission of the institution (bullet 5).
Professional Development Sessions and Opportunities	Professional Development Sessions and Opportunities align with the SAAR Mission statement in that they all for a coordinated and systematic approach to assessment and research so that work across the division is aligned.	Professional Development Sessions and Opportunities align with all five bullets in the vision statement in that these trainings are designed to allow staff in the Division to better conduct assessment and research efforts in line with SAAR’s intentions.

2. Alignment with Division Values and Priorities – How does each signature or significant program or service align with the Division of Student Affairs’ Values and Priorities? How does the successful delivery of those programs or services help the department work towards the overall mission of the Division? While each program may align with more than one value or priority, choose the one each program best fits and briefly (1-2 sentences) describe how each aligns. Add rows to the table below as necessary.

Signature/Significant Program	Alignment with Division Core Value	Alignment with Division Priority
Co-Curricular Learning Domains (CCLDs)	Student Development and Engagement	Student Success
Division-wide Research Agenda	Connection, Collaboration, and Communication	Space/Financies
Division-wide Assessment Plan	Connection, Collaboration, and Communication	Space/Finances
Career Readiness Competencies and Student Employee Learning Outcomes	Student Development and Engagement	Student Success
Professional Development Sessions and Opportunities	Holistic Health, Wellness, and Safety of Students and Staff	Staff Wellbeing

3. Problems and issues to be addressed – What problems or issues is the department trying to address through its programs and/or services? List sepecific problems or issues that each signature/significant program addresses. If more than one program addresses the same problem/issue, be sure to list that as well. Add rows to the table below as necessary.

Signature/Significant Program	Problems/Issues being Addressed	Additional comments/information
Co-Curricular Learning Domains (CCLDs)	No framework exists for examining the effect of interacting with the Division on enrolled students and alumni.	
Division-wide Research Agenda	No process exists for instigating or coordinating research efforts within or among Division departments.	
Division-wide Assessment Plan	No one person in the Division understands all of the efforts that are happening across the departments, which makes intentional collaboration and integration of programs and services nearly impossible.	
Career Readiness Competencies and Student Employee Learning Outcomes	No framework exists for examining how students who work for the Division of Student Affairs are benefiting from their roles.	
Professional Development Sessions and Opportunities	Provides staff and graduate students in the Division with a means of better understanding how to conduct assessment and research, which in turn should benefit them in their current and future roles.	

4. Current assessment efforts and existing data – What, if anything, is being done to currently assess significant or signature programs? Add rows to the table below as necessary.

Signature/Significant Program	Current Assessment Effort(s)	Person Responsible for Data Collection/Analysis	Does data currently exist?
Co-Curricular Learning Domains (CCLDs)	None to date	Pistilli	no
Division-wide Research Agenda	None to date	Pistilli	no
Division-wide Assessment Plan	None to date	Pistilli	no
Career Readiness Competencies and Student Employee Learning Outcomes	None to date	Pistilli	no
Professional Development Sessions and Opportunities	None to date	Pistilli	no

Part IV. Assessment Plan

Choose up to five (5) significant or signature programs and/or services listed in Part II.

1.	Co-Curricular Learning Domains (CCLDs)
2.	Division-wide Research Agenda
3.	Division-wide Assessment Plan
4.	
5.	

Use the template on the following pages to answer the questions below. The template repeats five times, once for each program/service listed at the top of this page.

1. Priority – *what aspect or component of this program/service needs to be addressed over the next three (3) years?*
2. Priority-specific outcomes – *as they relate to the priority noted above, what should happen as a result of the priority being addressed? List as many outcomes as needed for each priority.*
3. Timing – *what is the current timeline for assessing the priority listed above? This can be listed by semester, specific weeks in a given semester, academic years, or some other timing mechanism that makes sense.*
4. Metrics and Assessment – *For this priority, what will be tracked, and by what measure/instrument?*
5. Data Analysis and Reporting – *How will data collected for each metric be analyzed for use and reporting? How will results/findings be reported, and, further, how will they be used once they have been obtained?*
6. Additional information about this priority and/or its assessment.

Program/Service 1.

1. Program/service – what aspect(s) or component(s) of this program/service needs to be assessed over the next three (3) years?

The utility of the CCLDs as they relate to programming; additionally, how the CCLDs contribute to students' work after graduation.

2. Program/Service-specific outcomes – as they relate to the program/service noted above, what should happen as a result of the priority being assessed? List as many outcomes as needed. See page 3 of this document for a list of outcome types and examples.

Students exposed to the CCLDs will have a language with which they can articulate their experiences.

Staff using the CCLDs will have a framework by which they can assess the effects of multiple programs across the same domain using similar methods and language.

The Division of Student Affairs will be able to succinctly describe the ways in which the CCLDs contribute to programming and service efforts.

3. Timing – what is the current timeline for assessing the program/service listed above? This can be listed by semester, specific weeks in a given semester, academic years, or some other timing mechanism that makes sense.

Assessment of the CCLDs by SAAR will not begin in earnest until Fall 2020, after they have been rolled out and fully adopted by the Division. However, individual offices may begin implementing and assessing the CCLDs once they are rolled out in January, 2019. Likely this will occur every 6 months, in December and June of each academic year.

4. Metrics and Assessment – For this program/service, what will be tracked, and by what measure/instrument? Add rows to the table below as necessary

Metric(s)	Assessment Measure(s)
Unsure at this time	

5. Data Analysis and Reporting – How will data collected for each metric be analyzed for use and reporting? How will results/findings be reported, and, further, how will they be used once they have been obtained?

Unsure at this time

6. Additional information about this program/service and/or its assessment.

As the CCLDs have yet to be released, how they will be assessed has yet to be determined.

Priority 2.

1. Program/service – what aspect(s) or component(s) of this program/service needs to be assessed over the next three (3) years?

The extent to which the Research Agenda exists
 Whether or not the Research Agenda allows for multiple projects to be streamlined and/or combined with other efforts

2. Program/Service-specific outcomes – as they relate to the program/service noted above, what should happen as a result of the priority being assessed? List as many outcomes as needed. See page 3 of this document for a list of outcome types and examples.

The number of research projects conducted, completed, published, and presented

 The number of research projects combined with other efforts

 The implementation of the Division-wide Research Agenda will allow senior leadership to discuss the ways in which the Division of Student Affairs contributes to the knowledge base and broader field of student affairs.

3. Timing – what is the current timeline for assessing the program/service listed above? This can be listed by semester, specific weeks in a given semester, academic years, or some other timing mechanism that makes sense.

The Division-wide Research Agenda will not exist until at least spring 2019. Once it is in place, we will begin to identify timelines for assessing its utility and use. Likely this will occur every 6 months, in December and June of each academic year.

4. Metrics and Assessment – For this program/service, what will be tracked, and by what measure/instrument? Add rows to the table below as necessary

Metric(s)	Assessment Measure(s)
Number of projects started, completed, published, or presented	Counts of efforts and outputs
Number of times the research agenda and associated outcomes are discussed outside of the Division	Counts of meetings/instances where the research agenda is discussed

5. Data Analysis and Reporting – How will data collected for each metric be analyzed for use and reporting? How will results/findings be reported, and, further, how will they be used once they have been obtained?

Data will be collected through the principle investigators (PIs) of the studies and from interaction with members of the senior leadership team (currently AVPs and SVPSA). They will be used to develop a report of efforts to demonstrate the value of the work being done in the Division to ISU and the broader field of student affairs.

6. Additional information about this program/service and/or its assessment.

Priority 3.

1. Program/service – what aspect(s) or component(s) of this program/service needs to be assessed over the next three (3) years?

Whether or not the Division-wide Assessment Plan allows for multiple projects to be streamlined and/or combined with other efforts

2. Program/Service-specific outcomes – as they relate to the program/service noted above, what should happen as a result of the priority being assessed? List as many outcomes as needed. See page 3 of this document for a list of outcome types and examples.

Total number of assessment efforts across the Division
 Total number of assessment efforts combined with other efforts across the Division
 The implementation of the Division-wide Assessment plan will allow senior leadership to discuss the ways in which the Division of Student Affairs effects student growth and development while they are enrolled at ISU.

3. Timing – what is the current timeline for assessing the program/service listed above? This can be listed by semester, specific weeks in a given semester, academic years, or some other timing mechanism that makes sense.

Likely this will occur every 6 months, in December and June of each academic year.

4. Metrics and Assessment – For this program/service, what will be tracked, and by what measure/instrument? Add rows to the table below as necessary

Metric(s)	Assessment Measure(s)
Number of assessment efforts across the Division	Count based on reports from departments
Number of combined assessment efforts	Count based on reports from departments
Number of times the assessment plan and associated outcomes are discussed outside of the Division	Counts of meetings/instances where the research agenda is discussed

5. Data Analysis and Reporting – How will data collected for each metric be analyzed for use and reporting? How will results/findings be reported, and, further, how will they be used once they have been obtained?

Data will be collected through department heads and those serving as coordinator of a given assessment effort, as well as from interaction with members of the senior leadership team (currently AVPs and SVPSA). They will be used to develop a report of efforts to demonstrate the value of the work being done in the Division to ISU, and may be used to drive budgetary conversations as well.

6. Additional information about this program/service and/or its assessment.