Highlights from Inventory

- 10 of 12 Division of Student Affairs Departments responded, an overall 83% response rate
- 8 of 12 Division of Student Affairs Departments reported some form of assessment activity, representing 67% of Departments engaged in assessment activity
- Of the 8 Departments that reported some form of assessment activity, the average # of assessment activities reported was 7.75 per Department
- Of the 62 assessment activities reported, the breakdown of primary category of assessment activity is as follows (in descending order):
  - Student Learning – 17 (27%)
  - Utilization Numbers – 12 (19%)
  - Student Needs – 9 (15%)
  - Student Satisfaction – 9 (15%)
  - Other – 7 (11%)
  - Culture/Environment – 3 (5%)
  - National Standards – 3 (5%)
  - Benchmarking – 2 (3%)
- Of the 62 assessment activities reported, the breakdown of the assessment methodology is as follows (in descending order):
  - Survey – 19 (30%)
  - Mixed Methods – 12 (19%)
  - Writing Sample – 10 (16%)
  - Existing Measures – 8 (13%)
  - Observation – 7 (11%)
  - Focus Group – 2 (3%)
  - Benchmarking Research – 1 (2%)
  - Interview – 1 (2%)
  - Portfolio – 1 (2%)
  - Rubric – 1 (2%)
- Most Departments are collecting data in various ways, both digital and paper
- Most Departments reporting assessment activity repeat their assessments annually, if not semesterly or monthly
- Most Departments reporting assessment activity have only 1-2 individuals primarily responsible for their assessment activities

Highlights from Open-Ended Questions

- Departments who reported they envision new assessment projects primarily referenced student learning and student satisfaction assessment as areas for expansion
- Generally, assessment is not included as a % of time or MJR (major job responsibility) for individuals across the Division (or at least those who completed this survey)
- Though assessment is not written in most DSA position job descriptions, individuals who completed this survey saw the importance of assessment in their work
- For those individuals, this importance was based upon continued quality improvement of programs and services primarily
- Individuals completing this survey represented a broad range of “current knowledge and ability” related to assessment, including none, beginners, intermediate, and advanced
• There is overwhelming desire for additional staff training and resources to be provided by the Division to DSA staff
• Training topics recommended by the individuals completing this survey included survey design, learning outcomes assessment, and the IRB process
• Resources recommended by the individuals completing this survey included samples of assessment tools, free courses, online resources, and IR datasets
• Departments primarily reported staff capacity as the greatest barrier to increasing assessment efforts
• Several individuals who completed this survey connected assessment to their ability to leverage resources (or accreditation)