The Structure and Process of Student Affairs Research and Assessment at Rutgers-New Brunswick

Dr. Dayna Weintraub
Director of Student Affairs Research and Assessment
Presentation to the Assessment Council on the Student Experience on Wednesday, August 9, 2017
Strategic Areas

Health & Wellness

Health and wellness are fundamental to student success. We promote and nurture holistic health and wellness in our students and within the broader campus community. We provide and support initiatives that connect health and wellness to the academic and personal achievements of our students.

Campus Community

Community is the bedrock from which students can maximize the opportunities and education that Rutgers offers. It is essential for students to feel welcomed, included, supported, and celebrated. We have a collective responsibility to work with partners, especially students, to cultivate a spirit of community.

Student Engagement

Student engagement is the foundation of student learning. When students are inspired to actively participate they broaden their perspectives and explore their full potential. Through transformative and intentional experiences, students have the opportunity to examine new ideas and differing points of view, forge new friendships, challenge assumptions, discover their leadership style, think critically, and develop essential skills. When students are fully and actively engaged, they become proud, well-rounded citizens of the Rutgers community, now and in the future.

Student Advocacy

Students are at the heart of all we do. We foster an environment where all students feel valued, supported, empowered and challenged. Effective advocacy holds students accountable for their actions and behaviors while facilitating a culture of respect and care for individuals, and the Rutgers community.

Organizational Development

A healthy, responsive, and productive organization provides the foundation for effective program and service delivery. We are committed to investing time, energy, and resources in key operational areas to fully develop the Division’s capacity for positively shaping the Rutgers student experience and the work experience of our employees.
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Administrative Reviews
Unit Assessment Plans
Student Affairs Assessment Group
Telling Our Story
Information and Data Needs of Student Affairs
Individual and Organizational Assessment Competencies
Internal & External Partnerships
Student Affairs Strategic Goals and Outcomes

How do we approach the practice of assessment on the unit level?
How do we work and learn together on the practice of assessment?
How do we share what we learn from the practice of assessment?
What data does the divisional leadership team need to inform decision making?
What do we assess?
Who do we partner with on the practice of assessment?
How do we learn about the practice of assessment?
Are we fulfilling our mission?
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Guiding Framework
The Process

What we do, not necessarily why we do it?
- Based on history, peer institutions, literature/CAS standards, Strategic planning
- Strategic planning documents and Mission statement

Why we do what we do?
- Department facilitated exercise
- Submission of outcomes in the 2017-2018 Planning Form

When students experience what we do, what is it that we want them to gain (e.g. “walk away with”)?
- Executive Leadership Team retreat
# CAS Student Learning and Development

<table>
<thead>
<tr>
<th>Domain</th>
<th>Dimension</th>
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<tbody>
<tr>
<td>Knowledge acquisition, integration, construction, and application</td>
<td>Understanding knowledge from a range of disciplines; connecting knowledge to other knowledge, ideas, and experiences; constructing knowledge; and relating knowledge to daily life</td>
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<tr>
<td>Cognitive complexity</td>
<td>Critical thinking; reflective thinking; effective reasoning; and creativity</td>
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<tr>
<td>Intrapersonal development</td>
<td>Realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity; and spiritual awareness</td>
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<tr>
<td>Interpersonal competence</td>
<td>Meaningful relationships; interdependence; collaboration; and effective leadership</td>
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<td>Humanitarianism and civic engagement</td>
<td>Understanding and appreciation of cultural and human differences; social responsibility; global perspective and sense of civic responsibility</td>
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<tr>
<td>Practical competence</td>
<td>Pursuing goals; communicating effectively; technical competence; managing personal affairs; managing career development; demonstrating professionalism; maintaining health and wellness; and living a purposeful and satisfying life</td>
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Student Learning Outcomes

• Outcomes that describe and show the desired learning that must take place in order to achieve a stated department goal

• What people will know, feel, or be able to do as a result of application

• Measure impact

Operational Outcomes

• Outcomes that deal with functions, demands, resources, and efficiencies

• What a program/activity will do, achieve, or accomplish for its own improvement

• Measures process

Wellness Outcomes

• Increasing awareness > Changing attitudes, norms, and behavioral intentions > Behavioral change in one or more dimension of wellness
## Use Bloom’s Taxonomy to Identify Learning Levels

<table>
<thead>
<tr>
<th>Taxonomy Level</th>
<th>Definition</th>
<th>Process Verbs</th>
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</thead>
<tbody>
<tr>
<td>Creating</td>
<td>The individual can put elements together to form a functional whole, create a new product or point of view.</td>
<td>Assemble, generate, construct, design, develop, formulate, rearrange, rewrite, organize, devise</td>
</tr>
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<td>Evaluating</td>
<td>The individual can make judgements and justify decisions.</td>
<td>Appraise, argue, defend, judge, select, support, evaluate, debate, measure, test, verify</td>
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<td>Analyzing</td>
<td>The individual can distinguish between parts, how they relate to each other, and to the overall structure and purpose.</td>
<td>Compare, contrast, criticize, differentiate, discriminate, question, classify, distinguish</td>
</tr>
<tr>
<td>Applying</td>
<td>The individual can use information in a new way.</td>
<td>Demonstrate, dramatize, interpret, solve, use, illustrate, convert, discover, discuss, prepare</td>
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<td>Understanding</td>
<td>The individual can construct meaning from oral, written, and graphic messages.</td>
<td>Interpret, exemplify, classify, summarize, infer, compare, explain, paraphrase, discuss</td>
</tr>
<tr>
<td>Remembering</td>
<td>The individual can recognize and recall relevant knowledge from long-term recovery.</td>
<td>Define, duplicate, list, memorize, repeat, identify, produce</td>
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Transforming the Student Experience

Health & Wellness
Student Advocacy
Campus Community
Student Engagement
Organizational Development

Communications & Dialogue
Citizenship & Leadership
Intellectual Engagement & Curiosity
Interpersonal Relationships & Inclusion
Intrapersonal Development

Student Success Definition
Graduation rates and grades are only one measure of student success. Ensuring that students thrive throughout their time on campus, in both academic and social domains, comprises a more holistic approach to success at Rutgers University-New Brunswick. This means creating meaningful connections within the Scarlet Knight community and developing the positive sense of well-being that emanates from being a part of a larger purpose. As such, the Division of Student Affairs designs programs, practices, and services to provide active, creative, and intellectual engagement.

A Thriving Student Body

Domains support the mission and strategic priorities of Rutgers University-New Brunswick

• Communication and Dialogue
• Citizenship and Leadership
• Intellectual Engagement and Curiosity
• Interpersonal Relationships and Inclusion
• Intrapersonal Development

These outcome domains support the mission and strategic priorities of Rutgers-New New Brunswick.

Students will hone skills to make meaningful connections within the community and in the world, as alumni Scarlet Knights.

All Student Affairs departments have a learning component within their mission statements and student success outcomes that align with these broader Student Affairs’ outcome domains.
Communication & Dialogue

• To express ideas and facts clearly in a range of settings and through written, oral, and visual formats

• To attend to and be present for the cultural and emotional context of another person

• To demonstrate effective use of information and technology to communicate, problem solve, and complete tasks

• To identify and establish trustworthy and supportive relationships with peers, faculty, and staff

• To identify effective and appropriate strategies for managing and resolving conflict

• To re-create another person’s perspective, to experience the world from the other’s point of view

• To articulate one’s values, beliefs, strengths, and challenges
Citizenship & Leadership

• To understand and appreciate culture and human differences
• To analyze and understand the interconnectedness of our local community within the global world
• To understand how one’s individual action benefit society and the greater good
• To take initiative, make decisions, and be accountable for the results
• To learn from natural consequences, mistakes, and successes
• To know how to find, utilize and maximize resources
• To demonstrate transferrable skills (e.g., the ability to navigate and negotiate resources, manage time, solve complex problems)
Intellectual Engagement & Curiosity

• To construct a variety of frameworks for viewing an issue
• To think reflectively and critically about what they learning and connect it to what they already know or have previously experienced
• To incorporate, apply, and synthesize information from a variety of sources including personal experience, academic learning, and observation to form opinions and make decisions
• To demonstrate creativity when formulating one’s approach to making decisions and solving problems
• To engage intellectually, creatively, emotionally, socially, or physically with the learning process
• To obtain and acquire knowledge
Interpersonal Relationships & Inclusion

• To cultivate meaningful and respectful relationships
• To actively engage with others to build consensus, define values, or meet shared goals
• To manage adversity and life challenges in a flexible and ethical manner that promotes individual growth and development
• To understand and examine principles and distinctions of social justice, diversity, privilege and inclusion, and equity
• To understand and examine social identities and how they intersect
Intrapersonal Development

• To develop, understand and incorporate a personalized approach to physical, mental, and emotional health and wellness
• To examine, identify, and assess one’s goals and challenges, areas of strength and growth
• To determine an appropriate balance of challenge and support for one’s self
• To analyze one’s own identity and examine one’s role in society
• To employ self-reflection and actively seek feedback from others
• To exhibit emotional intelligence
Examples of Direct Assessment

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<tr>
<th>Outcome Domain</th>
<th>Student Success Outcome</th>
<th>Demonstration of Learning</th>
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<tr>
<td>Interpersonal Relationships &amp; Inclusion</td>
<td>To provide students the opportunity to build community (Major Events &amp; Programs)</td>
<td>Mobile Check-in: What are patterns of “engagement”? What student characteristics are associated with “engagement”? How is frequency of “engagement” associated with our success outcomes?</td>
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<td>Interpersonal Relationships &amp; Inclusion</td>
<td>Photo-voice methodology: What is happening in your picture? Why did you take a picture of this? What does this picture tell us about community, connections, and belonging?</td>
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<td>Communication &amp; Dialogue</td>
<td>As a result of engaging in CAPS services, students will be able to: 1. Learn to assess their personal mental health and substance use goals and priorities in service of their academic success and personal growth 2. Develop interpersonal skills necessary to build and maintain functional relationships in support of their academic success and overall well being 3. Learn and practice stress management skills and engage in treatment to cope with academic and personal stress</td>
<td>Rubric/Observation: Watch students unobtrusively Score subjects according to pre-defined criteria Pre- and Post-Test: Demonstrate knowledge of skills through multiple-choice or recall questions</td>
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<td>Intrapersonal Development</td>
<td>We encourage students to make healthier food choices and live a more environmentally sustainable lifestyle. (Dining Services)</td>
<td>Daily Diary Method: (Pre) Record feelings, attitudes, and experiences Track menu and meal (Written, electronic, or photograph) (Post) Record feelings and behaviors</td>
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<td>Intellectual Engagement &amp; Curiosity</td>
<td>By participating in an immersive, curricular, positional, or programmatic offering, students will report a greater sense of self-resiliency, as defined by the following: dealing with failure, thinking critically, and adapting to change. (Leadership &amp; Experiential Learning)</td>
<td>Oral/written reflection: Ask students to respond to guiding questions about their experiences. <strong>Portfolio</strong>: Collection of artifacts that demonstrate learning. <strong>One-minute paper</strong>: Ask targeted question.</td>
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<td>Citizenship &amp; Leadership</td>
<td>As a result of meeting with a staff member in the Dean of Students Office, students will better understand how to utilize available resources at Rutgers University and find ways to solve their own issues and concerns. (Dean of Students)</td>
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2017-2018 Assessment Calendar

Fall
- DLE interpretation and reporting
- NCHA
- Social Justice Staff Readiness Survey
- Focus groups: Sexual & Interpersonal Violence

Winter
- MSL Survey
- The Thriving Quotient
- Conduct NASPA Consortium Study
- Diversity and Inclusion (ARESTY)

Spring
- iSPEAK
- SERU
- Rutgers Living Learning Communities Social Survey

Key: Confirmed, In progress, In review