

# Student Affairs 7.1

## Inventory of Educational Effectiveness Indicators

Student Affairs Departments (13 total)	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published?	(3) What data/evidence is used to determine that students have achieved stated outcomes of various programs offered in Student Affairs?	(4) Who interprets the evidence? What is the process?	(5) Examples of "Closing the Loop" regarding SLO Assessment and other data	(6) Date of last program review for program
Campus Recreation	Yes	Student Affairs website: <a href="http://seaver.pepperdine.edu/studentaffairs/learningoutcomes/">http://seaver.pepperdine.edu/studentaffairs/learningoutcomes/</a>  Link on Campus Recreation website: <a href="http://www.pepperdine.edu/campusrecreation/contact/about.htm">http://www.pepperdine.edu/campusrecreation/contact/about.htm</a>	<p>Focus groups of students participating in Club Sports, Intramural Sports, and Fitness Programs are conducted to determine the students' perceptions of their perceived benefits (cognitive, physical, social and spiritual domains).</p> <p>Surveys and reflective essays scored by a rubric to assess SLOs, are conducted with Outdoor Education participants.</p> <p>Campus Recreation is collaborating with the Natural Sciences Division on a study of exercise benefits to Fitness Program Participants.</p> <p>GPA's of participants in each Campus Recreation program will be compared to Seaver GPA to see if participation is correlated to higher academic performance</p> <p>ACHA-NCHA data is used to assess use and need of services in exercise programs and intramural sports, as well as evidence for correlated benefits of exercise and engagement in organized sports.</p>	Department directors with input from students in the service learning course and their staff prepare/interpret the evidence and annual program reports and 5 year program reviews, annual reports are peer-reviewed by other directors who give input	<ul style="list-style-type: none"> <li>• ACHA-NCHA data showing many students were not exercising led to a strategic initiative focused on marking campaign to ensure students were aware of fitness classes and weight-room opportunities. Usage rates increased significantly.</li> </ul>	2010
Career Center	Yes	Student Affairs website: <a href="http://seaver.pepperdine.edu/studentaffairs/learningoutcomes/">http://seaver.pepperdine.edu/studentaffairs/learningoutcomes/</a>  Link on Career Center website: <a href="http://seaver.pepperdine.edu/careercenter/">http://seaver.pepperdine.edu/careercenter/</a>	<p>Students complete post-session and post-event surveys, internship evaluations, career coaching surveys, and surveys after First Year Seminar presentations conducted by the Career Center. Surveys gauge students' satisfaction with services and achievement of learning outcomes. Some surveys request that students report data such as the number of interviews they completed to secure an internship and whether or not they received an offer for the position. Invitations to interview and job offers are direct evidence of professional preparedness in Seaver College students.</p> <p>The Career Center tracks the number of firms attending recruitment events, mock-interviews conducted, on-campus interviews conducted, and resumes</p>	directors who give input	<ul style="list-style-type: none"> <li>• During the last program review, student focus groups, employer feedback, and survey data indicated that the Career Center was too hard to find. As a result, the Career Center was moved to its new more prominent home in Tyler Campus Center, Suite 210.</li> <li>• Conversations with employment recruiters indicated that student preparation was viewed as strong when reviewing resumes, reported that students needed to better articulate their strengths, career goals, and why they were the best candidate for the job. The Career Center increased student</li> </ul>	2008

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			<p>submitted/collected as a means for determining the level at which students are using Career Center services and to identify students who have not benefitted from professional preparation. The number of internships secured, seniors employed at graduation, the number of job offers a student receives, and the senior graduate school acceptance rate are also tracked along with the correlation between these desired outcomes and those students who use Career Center services.</p> <p>The Career Center conducts employer surveys and feedback measures to gather data about student performance at job fairs and needs in job market. Feedback about the level of preparedness and professionalism students exhibit from the employer perspective is reflective of how Seaver students will be perceived as they compete for internships and jobs. Supervisor evaluations of individual student interns also provide a third party perspective on how well students are performing in the workplace and in what areas they possess strengths and weaknesses.</p> <p>A rubric was created to grade Career Coaching student reflections, which included criteria to support a five point scale (1) Beginning the Professional Development Process; (2) Engaged in Professional Development Process; (3) Responding to the Professional Development Process; (4) Demonstrated Professional Preparedness, Skills, and Confidence; (5) Professionally Competitive.</p>	<p>Department directors with input from students in the service learning course and their staff prepare/interpret the evidence and annual program reports and 5 year program reviews, annual reports are peer-reviewed by other directors who give input</p>	<p>participation dramatically by increasing student awareness through Career Ambassadors, faculty, and student organizations. Students and employers report that students are well-prepared.</p> <ul style="list-style-type: none"> <li>• Poor reviews of the Monster Trak job posting system by students, staff, and ultimately by program reviewers, led to the purchase and implementation of the Symplicity powered CareerSpace system used heavily to post student employment, internship, full-time entry level, and full time experienced positions for students and alumni. Use of the system by students increased. Students understand the nuances of the electronic job search process.</li> <li>• The creation of Student Employment as a stand-alone office from the Career Center, also came out of the last program review. The two departments are now able to work in tandem, but can target their populations with enhanced customer service and strategy.</li> <li>• Alumni career services growth led to the development of a full-time Alumni Career Services Coordinator. Alumni were most often seeking resources rather than counseling. In fact alumni usage of CareerSpace pointed to this need with a 230%. With the implementation of this position, alumni engagement through job postings, LinkedIn, and Twitter reached an additional 10,000 uses.</li> <li>• Employer feedback indicated that student resumes were of an inconsistent quality. In 2005, the Career Center strategically raised awareness and increased accessibility for students with regard to resume reviews by implementing the Career Ambassador program. After implanting highly trained</li> </ul>	

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Convocation	Yes	<p>Student Affairs website with Links on each departments website</p> <p><a href="http://seaver.pepperdine.edu/studentaffairs/learningoutcomes/">http://seaver.pepperdine.edu/studentaffairs/learningoutcomes/</a></p>	<p>Students provide indirect evidence of how Convocation programs contributed to their learning by sharing perceptions in a number of ways:</p> <ul style="list-style-type: none"> <li>• Text feedback</li> <li>• Focus groups</li> <li>• Surveys</li> <li>• Interviews</li> </ul> <p>Additionally, student learning is observed by Convocation staff directly through:</p> <ul style="list-style-type: none"> <li>• Reflections</li> <li>• Journals,</li> <li>• Portfolios</li> <li>• Pre-Post Knowledge Tests</li> <li>• Photography projects</li> <li>• Case studies</li> </ul>	<p>Department directors with input from students in the service learning course and their staff prepare/interpret the evidence and annual program reports and 5 year program reviews, annual reports are peer-reviewed by other directors who give input</p>	<p>student readers, employers consistently praise high-quality student documents.</p> <ul style="list-style-type: none"> <li>• Focus groups were conducted about what impacts spiritual life. Students repeatedly highlighted the role of peer mentors, so the convocation office piloted a new program offering peer led club convocations. Assessment data was collected on the pilot project. Based on positive results, the program was continued and expanded.</li> </ul>	2007	
Counseling Center	Yes	<p>Student Affairs website:</p> <p><a href="http://seaver.pepperdine.edu/studentaffairs/learningoutcomes/">http://seaver.pepperdine.edu/studentaffairs/learningoutcomes/</a></p> <p>Link on Counseling Center website:</p> <p><a href="http://community.pepperdine.edu/counselingcenter/about/">http://community.pepperdine.edu/counselingcenter/about/</a></p>	<p>Clients of the Counseling Center complete Client Satisfaction Surveys to assess counseling services, increased knowledge of mental health issues, and other learning outcomes.</p> <p>Assessment of effectiveness Training and Consultation programs is achieved through surveys and brief reflections regarding knowledge acquired from HRL Student Leaders, RAs, and SLAs.</p> <p>Participants in Outreach and Prevention events complete post-tests to assess learning of current mental health and safety issues.</p> <p>Club convo events offer a pre-test survey, in addition to the post-test measure, to gauge changes in student learning through the convo series. Brief reflections also employed.</p>			<ul style="list-style-type: none"> <li>• Student feedback via SGA, combined with HERI survey data and benchmarking with other universities resulted in fees being eliminated.</li> <li>• ACHA-NCHA survey data illustrated important topics for Outreach (e.g. stress, loneliness). Specific programs were developed.</li> <li>• Alcohol-related items helped identify at-risk groups. Special programs offered to athletes, fraternities, and International programs.</li> </ul>	2009
Housing Residential Life	Yes	<p>Student Affairs website:</p> <p><a href="http://seaver.pepperdine.edu/studentaffairs/learningoutcomes/">http://seaver.pepperdine.edu/studentaffairs/learningoutcomes/</a></p> <p>Link on HRL</p>	<p>Pre- and post-testing is conducted with professional and paraprofessional staff to assess needs for training and mentoring.</p> <p>Residents complete residential satisfaction surveys and surveys for each community building and outreach event to assess effectiveness and satisfaction of</p>			<ul style="list-style-type: none"> <li>• Student survey and a market demand study were conducted to determine causes of many students moving off campus. Price was clearly determined to be the key factor. Innovative price cutting options (triple rooms, discounts for juniors and seniors) were offered. To date, housing</li> </ul>	2011

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		website: <a href="http://community.pepperdine.edu/using/community/">http://community.pepperdine.edu/using/community/</a>	services, as well as needs of student population.		registration is markedly increased. Student feedback has been very positive.	
Inter Cultural Affairs	Yes	Student Affairs website: <a href="http://seaver.pepperdine.edu/studentaffairs/learningoutcomes/">http://seaver.pepperdine.edu/studentaffairs/learningoutcomes/</a>  Link on ICA website: <a href="http://seaver.pepperdine.edu/interculturalaffairs/mission/">http://seaver.pepperdine.edu/interculturalaffairs/mission/</a>	The Intercultural Affairs office uses pre- and post-event surveys and focus groups to assess student learning.	Department directors with input from students in the service learning course and their staff prepare/interpret the evidence and annual program reports and 5 year program reviews, annual reports are peer-reviewed by other directors who give input	<ul style="list-style-type: none"> <li>• A University President’s forum of cultural club student leaders lead to the increased awareness of a need for these clubs to have access to more funding to advance multicultural education programs. The president offered three years of funding and the program is being currently assessed. Long term budgeting for this program will be dependent on assessment results.</li> <li>• Participant feedback on the multicultural graduation pilot was used to determine that the program will continue for a second year. Based on continued assessment data, this program may become an ongoing campus tradition.</li> <li>• As part of the program review, external reviewers recommended increased staffing for this department. HRL helped initiate a situation in which this office could increase its staffing by one part-time position.</li> </ul>	2010
Judicial Affairs	Yes	Student Affairs website: <a href="http://seaver.pepperdine.edu/studentaffairs/learningoutcomes/">http://seaver.pepperdine.edu/studentaffairs/learningoutcomes/</a>  Link on Judicial Affairs website: <a href="http://www.pepperdine.edu/judicialaffairs/">http://www.pepperdine.edu/judicialaffairs/</a>	Student Learning is assessed through the use of Student Reflective Essays (scored using a rubric, focused on SLOs), assigned as part of judicial sanctions.  Pre/Posttests of RAs are used to assess understanding of community standards and policies.  Surveys are used to show evidence that student body has learned community standards.		<ul style="list-style-type: none"> <li>• Program review consultant suggested expanding the aspect of student leadership training. Based on this feedback, more students were added the judicial reviews and more training was provided.</li> </ul>	2011
Pepp Volunteer Center	Yes	Student Affairs website: <a href="http://seaver.pepperdine.edu/studentaffairs/learningoutcomes/">http://seaver.pepperdine.edu/studentaffairs/learningoutcomes/</a>	The PVC uses a variety of methods to gather evidence of student learning. This ranges from:  Pre- and post- program assessments of student knowledge (e.g., regarding awareness of equity issues) are used to investigate student learning in numerous		<ul style="list-style-type: none"> <li>• Data collection indicated that while the majority of students participate in service, repeated frequency of volunteerism is low. PVC developed Project Jump Start, partnerships with service-learning courses,</li> </ul>	2009

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		Link on PVC website: <a href="http://www.pepperdine.edu/volunteercenter/about/">http://www.pepperdine.edu/volunteercenter/about/</a>	<p>Volunteer Center programs (e.g., Step Forward Day, Project Serv). Service-learning evaluations are completed at the end of each semester.</p> <p>Written reflections (which are scored by rubrics) and art projects are collected after PVC programs such as the Urban Reality Tour.</p> <p>Research compilations written by the PVC student executive board are used to assess knowledge gained on critical issues (e.g., hunger and homelessness).</p>	Department directors with input from students in the service learning course and their staff prepare/interpret the evidence and	<p>and the addition of a staff position supporting on-going service.</p> <ul style="list-style-type: none"> <li>Focus groups reported students had difficulty connecting service to academics, prompting PVC to partner with faculty and the Center for Teaching Excellence to integrate service in class.</li> <li>External Reviewers cited the need for specific goals as part of a strategic plan. PVC created strategic goals of connecting service to learning and the integration of faith and service.</li> </ul>	
Student Activities	Yes	Student Affairs website: <a href="http://seaver.pepperdine.edu/studentaffairs/learningoutcomes/">http://seaver.pepperdine.edu/studentaffairs/learningoutcomes/</a>  Link on Student Activities website: <a href="http://seaver.pepperdine.edu/studentactivities/">http://seaver.pepperdine.edu/studentactivities/</a>	<p>Student Activities conducts participant focus groups for the Student Programming Board, Campus Traditions, and Student Government Association. Additional focus groups with First Year Experience orientation leaders and peer mentors appraise prescribed learning and ascertain perceived benefits obtained through the program.</p> <p>Additional focus groups with student participants gauge student access, program effectiveness, and engagement with student community.</p> <p>Surveys are also given to parents and students after NSO, in which access to programs and student need is assessed.</p> <p>Student Government Executive Board Members provide an appraisal of learning outcomes and benefits of program participation through reflective essays. Senate members complete surveys that also address these areas.</p> <p>The Inter-club Council Executive Board members collect feedback on learning outcomes and program benefits through reflective essays of its members, Greek leadership focus groups, and surveys of student organization leaders.</p>	annual program reports and 5 year program reviews, annual reports are peer-reviewed by other directors who give input	<ul style="list-style-type: none"> <li>Student feedback via meetings and focus groups with student leaders and unsolicited emails regarding the programs with Student Government Association acting as the programming board resulted in new, separate programming board being developed.</li> <li>New Student Orientation (NSO) survey responses of parents resulted in new conference style simultaneous session options rather than single large sessions.</li> <li>NSO student survey responses led to venue changes and dividing into two groups.</li> </ul>	2007
Student Employment	Yes	Student Affairs website: <a href="http://seaver.pepperdine.edu/studentaffairs/">http://seaver.pepperdine.edu/studentaffairs/</a>	Job Location and Development conduct an end of the year student survey, as well as track and compare placement numbers for each school year. Seniors are		<ul style="list-style-type: none"> <li>Employer surveys revealed the need for assistance in developing learning outcomes for student employees. Student employee</li> </ul>	2013 Last program

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		<a href="http://ffairs.learningoutcomes/">ffairs/learningoutcomes/</a> Link on Student Employment site: <a href="http://www.pepperdine.edu/studentemployment/#studentlearning">http://www.pepperdine.edu/studentemployment/#studentlearning</a>	surveyed about job experience in relation to desired career and employment at graduation. Students and supervisors complete end of the year surveys to evaluate training services, consultation and outreach programs.	Department directors with input from students in the service	surveys confirmed the need for more focus on learning. Based on this data, student employment developed a new training curriculum, a new handbook, and standard evaluation form.	review was in 2008 while under the Career Center
Student Health Center	Yes	Student Affairs website: <a href="http://seaver.pepperdine.edu/studentaffairs/learningoutcomes/">http://seaver.pepperdine.edu/studentaffairs/learningoutcomes/</a> Link on SHC website: <a href="http://community.pepperdine.edu/healthcenter/preventativecare/studentlearning.htm">http://community.pepperdine.edu/healthcenter/preventativecare/studentlearning.htm</a>	Patients complete written evaluations of medical visits and outreach participants complete pre- and post-surveys at specific events to gauge student learning outcomes and satisfaction. Student Health Advisory Board performs a student survey to gauge perception of services and changing student needs. Trends in prevalence of health risks, prevention methods, and medical needs relevant to the Pepperdine student community are tracked and analyzed through the Health Risk Questionnaire given to each patient annually and ACHA-NCHA national database.	learning course and their staff prepare/interpret the evidence and annual program reports and 5 year program reviews, annual reports are peer-reviewed by other directors who	<ul style="list-style-type: none"> <li>• Used National College Health Assessment survey data to determine outreach priorities (e.g. stress, eating disorders, and sexual health).</li> <li>• Based on Student Health Advisory Board and Service Learning Course Data, SHC initiated a focused marketing campaign to increase visibility of the center.</li> <li>• After an external review by ACHA accreditation experts, SHC responded to feedback by switching from a “comprehensive” care model to an “essential” care model.</li> <li>• SHC implemented massage therapy program based on student feedback from survey data.</li> </ul>	2010
Student Led Ministries	Yes	Student Affairs website: <a href="http://seaver.pepperdine.edu/studentaffairs/learningoutcomes/">http://seaver.pepperdine.edu/studentaffairs/learningoutcomes/</a> Link on Student-Led Ministries site: <a href="http://seaver.pepperdine.edu/studentministries/">http://seaver.pepperdine.edu/studentministries/</a>	Data collected to assess effectiveness and impact of Advising and Student Development by e-portfolio, surveys, focus groups, a rubric for behavioral observation of management of meetings and events, reflective journals, reflective conversations, and work samples. Evaluation of Ministry Activities assessed through surveys, focus groups, a rubric for behavioral observation of management of meetings and events, reflective journals, reflective conversations, work samples, and case studies.	give input	<ul style="list-style-type: none"> <li>• Implementation of the Veritas Forum addressed student feedback data collected in the 2007 College Student Beliefs and Values (CSBV) Survey, in which 52% of students described their current views about spiritual/religious matters as “seeking,” while 99% described themselves as engaging to “some” or “a great extent” in searching for meaning/purpose in life.</li> <li>• SLM responded to data gathered from post-event Veritas Forum Surveys in 2010 indicating that students found the speaker did not address “life’s hardest questions” as well as the previous year, by selecting a speaker with more challenging and engaging content.</li> </ul>	2007

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					<ul style="list-style-type: none"> <li>Based on findings in the 2007 CSBV Survey in which student/peer interaction was the highest rated category for strengthening beliefs, SLM partnered with as-yet unofficial student organizations to formalize their programs and assist with marketing and resource development.</li> </ul>	