

The Student Affairs
Curriculum at **SJSU**:

A Framework for Student
Development

2023-2025

"...a new curricular approach is needed which is designed to have an impact on the affective life of students as well as their cognitive styles."

Brown, 1972





"The curricular approach is different from a traditional student affairs educational approach, which often focuses on singular, standalone, group-based programs and services frequently developed and facilitated by student leaders. The curricular approach allows student affairs educators to identify learning priorities for students in their institutional context and then make decisions about initiatives, experiences, resources, and outcomes to align with those learning priorities."

Kerr, et al., 2020

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BACKGROUND

Educational Priority: As a result of the college experience at San José State University, students will be transformative leaders who foster equitable communities.

The Division of Student Affairs at San José State University believes in being intentional about the holistic development of each Spartan. Our mission is to provide student-focused programs and services that support student success and enhance the student experience at San José State University. Our aim is to create student learning opportunities beyond the classroom that comprehensively support the intellectual, personal and civic growth of our students. The roots of this approach are ideas espoused by the pioneers of student affairs scholarship.

San José State University's vision is to become a nationally recognized, diverse, thriving, urban-centered public research university and community-based anchor institution, cultivating equity-minded social impact and global innovation.

The Student Affairs Curriculum furthers this vision by providing users with the framework of our co-curricular approach. The foundation of the Division of Student Affairs' co-curricular approach is a defined student affairs curriculum, implemented within the integrated planning process. Our curriculum consists of nine learning domains that facilitate academic learning, student success and continuous improvement. The Student Affairs Curriculum will:

- Shape the student experience at SJSU through co-curricular approaches which influence multiple aspects of campus life
- Design learning experiences in programs, services and events that are sequenced and integrated (Kerr, et al, 2020)
- Employ teaching and learning methods that enable students from integrated and individuated cultures to feel valued and included (Fried, 2016)
- Create learning experiences that achieve developmental aims and outcomes essential for all students (Council for Advancement of Standards in Higher Education, 2019)

LEARNING DOMAINS AND STUDENT LEARNING OUTCOMES

These are the nine learning domains and related learning outcomes for the Division of Student Affairs. The learning domains were developed in a consultative fashion by the Division with stakeholders from the Student Affairs Council, the Student Affairs Leadership Team, and the Assessment and Social Justice Committee. The domains align with professional and institutional goals of the Council for the Advancement of Standards in Higher Education (CAS), as well as SJSU's [University Learning Goals](#) and [Transformation 2030 Strategic Plan](#) (see Table 1 on page 13). Each learning domain is accompanied by learning outcomes prefaced by "Students will be able to..." statements, as well as several equity-minded learning outcomes (see Table 2 on page 14).

Learning Domain #1: Purpose and Vocation [Purpose]

This domain will create intentional opportunities for students as they consider and reconsider their purpose for being in college. It may also start students on a learning journey toward how to think about and discern their life purpose(s). Beyond discussions of major choice, these engagements will help students confront broader questions about their vocation and give them tools to assist with a self-discovery process that may lead them to answers.

Students will be able to:

- Use self-knowledge to make decisions such as those related to career choices
- Employ self-reflection to gain insight into one's own attitudes and behaviors about career and life purpose
- Assess, articulate and acknowledge personal skills, abilities and growth areas
- Develop a balanced and ethical life by pursuing vocations that promote human welfare and advance social justice

CAS Domain¹: Intrapersonal Development

University Learning Goals: Intellectual Skills; Integrative Knowledge and Skills

Transformation 2030 Goal: Grow and Thrive

"The core work of the student affairs profession is to help students learn to live in a world with a sense of vocation, commitment to skillful participation in a democratic society, and the ability to live productively in family and community."
Jane Fried & Associates, 2012

¹ Alignment with CAS Domains, ULGs, and Transformation 2030 may vary by department.

Learning Domain #2: Personal Resources Literacy and Management [Personal Resources Literacy]

This domain will engage students in learning activities helping them to understand the scope of personal resources and the ways in which they expend those same resources. This domain will increase student understanding of financial literacy and strategies for expansion of personal resources, along with enhancing awareness of issues regarding environmental sustainability and utilization/impact of personal energy resources. This domain will help students understand themselves as stewards of a wide range of personal resources and increase capabilities for self-efficacy; it will also assist students in understanding their own agency in the strategic, wise and responsible use of those resources.

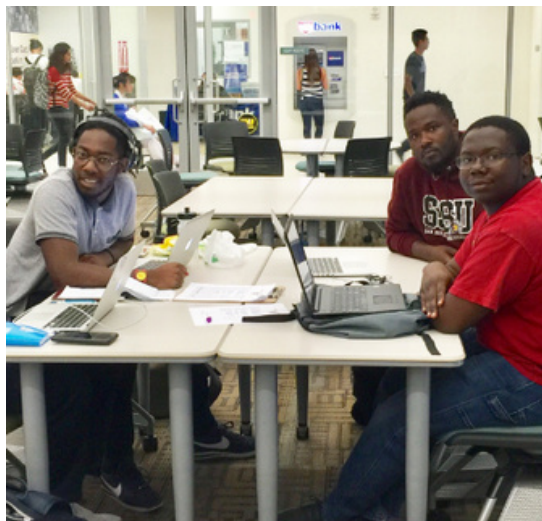
Students will be able to:

- Personalize learning by using experience and other sources of information to create new insights about personal resource use
- Demonstrate understanding of how to access resources and build networks of support
- Identify challenges and solutions to a lack of personal resources caused by discrimination at the individual and institutional levels
- Ensure availability of resources, opportunities, and services to self and others regardless of demographic background

CAS Domain: Knowledge Acquisition, Construction, Integration and Application

University Learning Goals: Intellectual Skills; Social and Global Responsibilities; Applied Knowledge

Transformation 2030 Goal: Engage and Educate



Learning Domain #3: Identity and Inter-Engagement

[Identity]

This domain will create opportunities for students to understand and learn more about their own frames of identity. They will explore their own identity as a multi-layered and intersecting construct, ultimately engaging with multiple meanings and strengthening their own definition and sense of self. As a connected part of the process of identity formation, students will develop skill sets for understanding and actively engaging with people who are from similar and different identities or backgrounds. Students will gain increased opportunities to engage with diversity through exposure to diverse sets of ideas and people.

Students will be able to:

- Integrate multiple aspects of identity into a coherent whole
- Recognize multiple identities that position one in social institutions
- Recognize and exhibit interdependence in accordance with environmental, cultural and personal values
- Cultivate a sense of belonging by learning to identify people/programs to help one feel socially connected, supported and respected on campus and in civil society
- Demonstrate ability to form mutual relationships through inter-engagement with culturally diverse communities in local and global settings

CAS Domain: Intrapersonal Development

University Learning Goals: Intellectual Skills; Social and Global Responsibilities

Transformation 2030 Goal: Grow and Thrive

Learning Domain #4: Career Assessment, Strategy, and Development [Career Strategy]

This domain will engage students in career-related co-curricular learning as an ongoing process during and beyond college that requires multiple competencies. Students will learn how to methodically assess their strengths, skills, career interests and goals. Activities will help students learn how to pursue and secure meaningful career opportunities at different points during and after their college career. The domain will also help students approach their careers as a strategic endeavor that they must focus on over time, continuously acquiring the skills necessary for success.

Students will be able to:

- Conduct career reflection and assessment
- Demonstrate understanding about the role socioeconomics plays in access to college majors or career pathways

- Take steps to initiate a job search or seek advanced education
- Construct a resume based on clear job objectives and with evidence of knowledge, skills and abilities
- Accept supervision, follow directions and receive feedback in professional and vocational settings

CAS Domain: Practical Competence

University Learning Goals: Intellectual Skills; Integrative Knowledge and Skills

Transformation 2030 Goal: Engage and Educate

Learning Domain #5: Health and Well-Being Learning and Development [Well-Being]

This domain will engage students in what it means in general to be well and what it means individually for their own lives. Well-being will be considered holistically across dimensions of intellectual, social, emotional, financial, occupational, physical, environmental, and purposeful health and well-being. Students will learn core principles and become versed in how to establish goals to achieve health and well-being. Also, students will learn about chronic health and well-being challenges, and effective strategies for managing these conditions.

Students will be able to:

- Recognize principles of psychological and physical well-being
- Articulate rationale for practicing health and well-being strategies to achieve personal health goals
- Demonstrate understanding of the role of demographics in shaping health, well-being and life chances
- Demonstrate techniques for managing stress and anxiety
- Engage in behaviors and contribute to environments that promote health and reduce risk
- Demonstrate techniques for managing stress and anxiety

CAS Domain: Intrapersonal Development; Practical Competence

University Learning Goals: Intellectual Skills; Applied Knowledge

Transformation 2030 Goal: Grow and Thrive

Learning Domain #6: Academic Development and Learning [Academic Development]

This domain will help students frame their academic learning and performance as a developmental process. Students will engage with multiple resources to help them be more effective by learning how to be proactive in seeking academic support and overcoming obstacles in order to make progress on long term academic goals. Students will demonstrate self-efficacy in managing their own academic performance and learning experiences. This domain will provide students with a set of specific resources that will develop Spartans into lifelong learners.

Students will be able to:

- Demonstrate neurodiversity awareness by developing skills to apply what one learns and how one thinks to different situations for academic success
- Make connections between classroom and out of classroom learning to enrich one's educational experience through real world applications
- Recognize one's capacity to create new understandings from learning activities
- Use multiple sources of information and their synthesis to access academic support and make progress on academic goals

CAS Domain: Knowledge Acquisition, Construction, Integration, and Application

University Learning Goals: Intellectual Skills; Integrative Knowledge; Applied Knowledge

Transformation 2030 Goal: Engage and Educate

Learning Domain #7: Reflection and Change [Reflection]

This domain will help students understand the need for adaptability, how to manage ambiguity in their academic and life journey, and how to equip themselves with tools to engage in necessary change. Students will learn that change is a fundamental aspect of life and develop the ability to recognize when individual change needs to occur. Learning will take place around healthy personal introspection, critical assistance-seeking behaviors, toleration of difficulty, resilience, and shifting essential behaviors when necessary. This domain will introduce principles students may adopt around change, provide a set of tools to build their awareness of change moments and equip them with a set of competencies to affect new behaviors.

Students will be able to:

- Engage in self-reflection and examination of personal values and beliefs to gain greater awareness of how these influence responses to change
- Recognize signs of distress and respond with appropriate assistance-seeking behaviors

- Demonstrate understanding of principles and tools to apply in situations involving change moments
- Recognize behaviors that lead to negative consequences and the values associated with accepting personal accountability
- Balance the needs of self with the needs of others to make decisions during change moments

CAS Domain: Intrapersonal Development

University Learning Goals: Intellectual Skills; Applied Knowledge

Transformation 2030 Goal: Grow and Thrive

Learning Domain #8: Core Relationships, Citizenship and Community [Relationships/Citizenship]

This domain will engage students in reflective learning about important interpersonal relationships and how to effectively manage them over time. Students will learn about developing new relationships, exercising commitment to current relationships and how to effectively resolve conflict in all relationships. Students will learn the importance of seeking out diverse perspectives to understand how best to advocate for equity and inclusion for their present and future communities. This domain will help students understand the positive impact of what it means to interact with the world locally and globally, and to achieve a greater sense of belonging through partnerships, mentorships, philanthropy and other impactful forms of community engagement.

Students will be able to:

- Demonstrate understanding of how equality and inequality impact satisfaction with interpersonal relationships
- Manage interpersonal conflict and build harmonious relationships with conflict resolution skills
- Work cooperatively with those who are different from oneself or hold different points of view
- Gain greater awareness of others and establish mutually beneficial relationships by participating in experiential learning opportunities in local and global settings
- Make connections between policies, practices, government systems and civil society to better advocate for equitable, inclusive and just communities

CAS Domain: Interpersonal Competence

University Learning Goals: Social and Global Responsibilities; Integrative Knowledge

Transformation 2030 Goal: Connect and Contribute

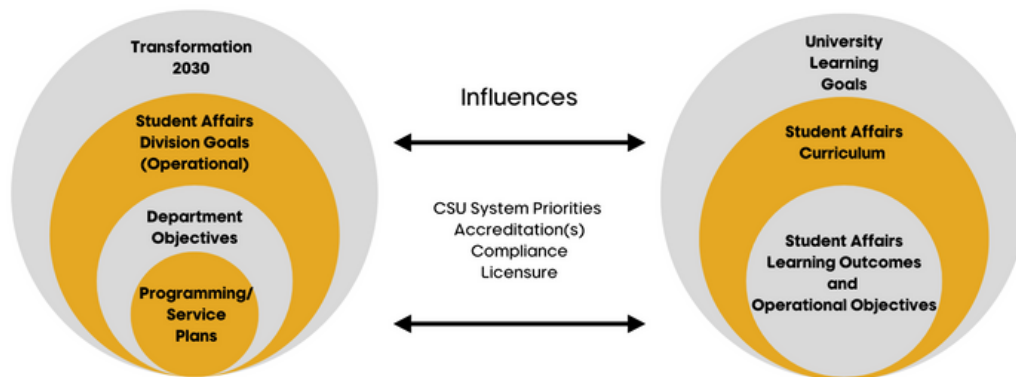
THEORETICAL FRAMEWORK

In support of the University's mission and the Division of Student Affairs' educational priority, the basis of our work is a belief that co-curricular learning should be an intentional process. This intentionality is reflected in our process of determining programming/service plans, student learning outcomes, and operational objectives. The process has two theoretical underpinnings: an inquiry paradigm that centers equity and a student development approach that centers affective education.

Planning Process and Curriculum Influences Model

The Division of Student Affairs Curriculum is an integral part of the department planning and reporting process. The Integrated Plan is a department's plan for the upcoming academic year. The purpose is to convey the department's goals and priorities for programming/service, learning outcomes, and operational objectives. Those goals and priorities are aligned with Institutional and Divisional strategic and learning goals. Plans are also influenced by CSU systemwide priorities, accreditation standards, compliance and licensure requirements. The curricular influences are reflected in Model 1: Division of Student Affairs Planning & Curriculum Influences.

Model 1: Division of Student Affairs Planning & Curriculum Influences



“A curricular approach allows student affairs educators to clarify what students should have the opportunity to learn in their time beyond the classroom and how students can best achieve this learning.”

Kerr, et al., 2020

The foundation of the Division of Student Affairs' co-curricular approach is a defined student affairs curriculum, implemented within the integrated planning process. The Integrated Planning Cycle centers equity and racial justice in both the curriculum and integrated plan. Departments use two templates: a) an [Integrated Plan Template](#) which incorporates a continuous improvement framework; and, b) an [Alignment Map Template](#) which specifies alignment with institutional and divisional priorities. During the integrated planning cycle, and in sync with our Division [calendar](#), departments carry out activities associated with equity-centered assessment, reporting, reflection and continuous improvement.

*"...student affairs professionals can positively shape campus environments. Several identifiable dimensions of college and university environments have an impact on students, including classroom experiences, pedagogies, coursework, institutional environments, and cultures."
Schuh, et al., 2016*

Equity Principles and Affective Curriculum

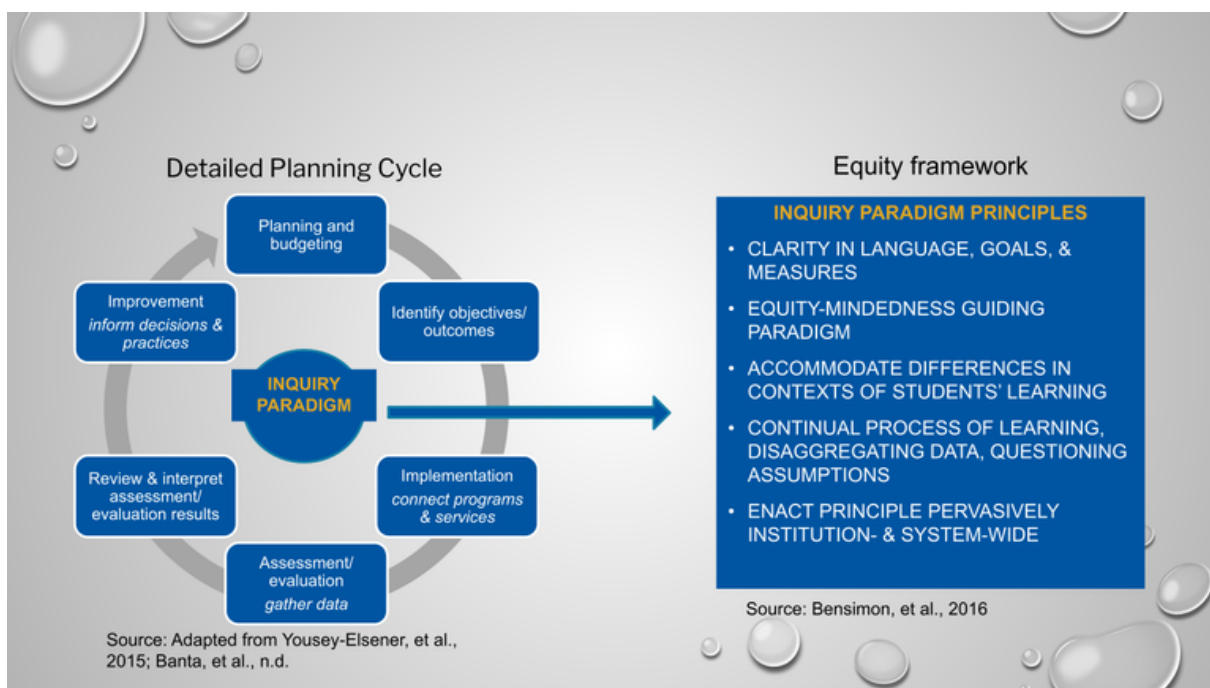
Two theories contribute to our curriculum: the inquiry paradigm principles associated with Bensimon's Equity Scorecard and the affective curriculum related to Hallberg's College Success Factors Index (Hallberg, 2015, p. 23). The Center for Urban Education's Equity Scorecard is grounded in the theory that institutions are responsible for creating environments that foster student success. It calls practitioners to action reflective of equity-mindedness, a way of operating that critically examines policies and procedures instead of blaming students for falling short of educational goals (Bensimon, et al., 2016, parra. 1). This theory of change is specifically associated with the principles of an inquiry paradigm that encourages leaders and practitioners to promote equity by design. Use of the inquiry paradigm as an embedded element of the Division of Student Affairs' Integrated Planning Cycle supports the process of continuous improvement with equity-mindedness at its core (see Model 2). By striving for equity through assessment, practitioners not only promote fair assessment strategies guided by social justice awareness, but also avoid perpetuating inequalities in students' educational experiences resulting from racism and discrimination (Bheda, 2022, p. 19; Dorimé-Williams, 2018, p. 42).

*"...effective higher education reform efforts must be infused with an awareness of the ways in which many groups within US society have been historically excluded from educational opportunities, or marginalized within the structures and institutions that house those opportunities."
Bensimon, et al., 2016*

Institutional change resulting from equity-mindedness provides fertile conditions for student learning and development. Student development pioneer Robert D. Brown was a proponent of curricular approaches that shaped students affectively and cognitively (1972, p. 44). Hallberg extended this notion to an “affective curriculum,” one that builds student self-efficacy through experiences, including sequenced courses and skill attainment, to help develop characteristics associated with student success (2015, p. xiii). We know from the literature on student success that socio-emotional factors, like sense of belonging, are shaped by institutional actions (Romero, 2018, parra 14). The College Success Factors Index comprises ten values and behaviors contributing to student success: responsibility/control, task/planning, wellness, college involvement, persistence, competition, expectations, time management, family involvement and precision (Hallberg, 2015, p. 23).

*“Affective curriculum is a set of experiences related to building self-efficacy and the discovery and development of characteristics known to increase student success.”
Hallberg, 2015*

Model 2: Planning Cycle and Equity Framework



MAPPING LEARNING GOALS AND OUTCOMES

The CAS Student Learning and Development Outcomes Model is composed of student learning outcome domains that make it easier for a university to connect student learning with engagement in programs, services and events (Council for the Advancement of Standards in Higher Education, 2019, p. 54).

These six domains, ranging from knowledge acquisition to practical competence, facilitate alignment between student development and the University mission. CAS standards promote holistic learning defined as “a comprehensive set of aims and outcomes that are essential for all students because they are important to all fields of endeavor...” and encompass curricular and co-curricular components (CAS, 2015).

The Division of Student Affairs connects the general standards (see Table 1) of the CAS model to its curriculum, as well as University learning and strategic goals. The Student Affairs Curriculum learning domains are aligned with equity-minded learning outcomes (see Table 2).



TABLE 1: MAPPING OF STUDENT AFFAIRS DOMAINS

STUDENT AFFAIRS DIVISION LEARNING DOMAINS	CAS LEARNING DOMAINS	UNIVERSITY LEARNING GOALS	TRANSFORMATION 2030 GOALS
PURPOSE	INTRAPERSONAL DEVELOPMENT	INTELLECTUAL SKILLS INTEGRATIVE KNOWLEDGE & SKILLS	GROW AND THRIVE
PERSONAL RESOURCES LITERACY	KNOWLEDGE ACQUISITION, CONSTRUCTION, INTEGRATION & APPLICATION	INTELLECTUAL SKILLS SOCIAL & GLOBAL RESPONSIBILITIES APPLIED KNOWLEDGE	ENGAGE AND EDUCATE
IDENTITY	INTRAPERSONAL DEVELOPMENT	INTELLECTUAL SKILLS SOCIAL & GLOBAL RESPONSIBILITIES	GROW AND THRIVE
CAREER STRATEGY	PRACTICAL COMPETENCE	INTELLECTUAL SKILLS INTEGRATIVE KNOWLEDGE & SKILLS	ENGAGE AND EDUCATE
WELL-BEING	INTRAPERSONAL DEVELOPMENT	INTELLECTUAL SKILLS APPLIED KNOWLEDGE	GROW AND THRIVE
ACADEMIC DEVELOPMENT & LEARNING	KNOWLEDGE ACQUISITION, CONSTRUCTION, INTEGRATION, & APPLICATION	INTELLECTUAL SKILLS INTEGRATIVE KNOWLEDGE APPLIED KNOWLEDGE	ENGAGE AND EDUCATE
REFLECTION & CHANGE	INTRAPERSONAL DEVELOPMENT	INTELLECTUAL SKILLS APPLIED KNOWLEDGE	GROW AND THRIVE
CORE RELATIONSHIPS AND COMMUNITY	INTERPERSONAL COMPETENCE	SOCIAL & GLOBAL RESPONSIBILITIES INTEGRATIVE KNOWLEDGE	CONNECT AND CONTRIBUTE
LEADERSHIP & URBAN ENGAGEMENT	HUMANITARIAN & CIVIC ENGAGEMENT	SOCIAL & GLOBAL RESPONSIBILITIES INTEGRATIVE KNOWLEDGE	CONNECT AND CONTRIBUTE

TABLE 2: STUDENT AFFAIRS LEARNING DOMAINS AND EQUITY-MINDED LEARNING OUTCOMES ALIGNMENT²

STUDENT AFFAIRS DIVISION LEARNING DOMAINS	EQUITY-MINDED LEARNING OUTCOMES
Purpose & Vocation	<ul style="list-style-type: none"> • Develop a balanced and ethical life by pursuing vocations that promote human welfare and advance social justice
Personal Resources Literacy & Management	<ul style="list-style-type: none"> • Identify challenges and solutions to a lack of personal resources caused by discrimination at the individual and institutional levels • Ensure availability of resources, opportunities, and services to self and others regardless of demographic background
Identity & Inter-Engagement	<ul style="list-style-type: none"> • Cultivate a sense of belonging by learning to identify people/programs to help one feel socially connected, supported, and respected on campus and in civil society • Demonstrate ability to form mutual relationships through inter-engagement with culturally diverse communities in local and global settings
Career Assessment, Strategy & Selection	<ul style="list-style-type: none"> • Demonstrate understanding about the role socioeconomics plays in access to college majors or career pathways
Health & Well-Being Learning and Development	<ul style="list-style-type: none"> • Demonstrate understanding of the role of demographics in shaping health, well-being, and life chances
Academic Development & Learning	<ul style="list-style-type: none"> • Demonstrate neurodiversity awareness by developing skills to apply what one learns and how one thinks to different situations for academic success
Reflection & Change	<ul style="list-style-type: none"> • Engage in self-reflection and examination of personal values and beliefs to gain awareness of how these influence response to change • Balance the needs of self with the needs of others to make decisions during change moments
Core Relationships & Community	<ul style="list-style-type: none"> • Demonstrate understanding of how equality and inequality impact satisfaction with interpersonal relationships • Make connections between policies, practices, government systems, and civil society to better advocate for equitable, inclusive, and just communities
Leadership & Urban Engagement	<ul style="list-style-type: none"> • Grow leadership skill sets through community engagement in urban spaces with those of diverse identities and backgrounds • Engage in critical reflection about urban leadership by analyzing issues, articulating learning, and engaging in principled dissent

²Also see Appendix D for ACPA/NASPA Social Justice and Inclusion Competencies (2015).

RUBRIC FOR ASSESSING QUALITY OF LEARNING OUTCOMES

The Division of Student Affairs embraces best practices when it comes to evaluating learning outcomes. An authoritative source is our accrediting body, the WSCUC (WASC Senior Colleges and Universities Commission). The rubric on the following page (see Table 3) is an adaptation of one created by WSCUC for academic programs. It is instructive for student affairs programs and consists of four criteria: assessable learning outcomes, the student experience, assessment planning and alignment. (Adapted from WSCUC Program Learning Outcomes Rubric, n.d.)



TABLE 3: WSCUC RUBRIC

CRITERION	INITIAL	EMERGING	DEVELOPED	HIGHLY DEVELOPED
Assessable Learning Outcomes	Outcome statements do not identify what students can do to demonstrate learning. Statements such as “Students understand university policy” do not specify how understanding can be demonstrated and assessed.	Most of the outcomes indicate how students can demonstrate their learning.	Each outcome describes how students can demonstrate learning, e.g., “Graduates can do X because of their participation in Y.”	Outcomes describe how students can demonstrate their learning. Staff has agreed on explicit criteria statements, such as rubrics, and has identified examples of student performance at varying levels for each outcome.
The Student Experience	Students know little or nothing about the overall outcomes of the program. Communication of outcomes to students, e.g. in pamphlets or web pages, is spotty or nonexistent.	Students have some knowledge of program outcomes. Communication is occasional and informal, left to individual staff	Students have a good grasp of program outcomes. They may use them to guide their own learning. Outcomes are included in most syllabi and are readily available in pamphlets, on the web page, and elsewhere.	Students are well-acquainted with program outcomes and may participate in the creation and use of rubrics. They are skilled at self-assessing in relation to the outcomes and levels of performance. Program policy calls for inclusion of outcomes in all promotional materials, and they are readily available in other program documents.
Assessment Planning	There is no formal plan for assessing each outcome.	The program relies on short- term planning, such as selecting which outcome(s) to assess in the current year.	The program has a reasonable, multi-year assessment plan that identifies when each outcome will be assessed. The plan may explicitly include analysis and implementation of improvements.	The program has a fully-articulated, sustainable, multi-year assessment plan that describes when and how each outcome will be assessed and how improvements based on findings will be implemented. The plan is routinely examined and revised, as needed.
Alignment	There is no clear relationship between the outcomes and the curriculum that students experience.	Students appear to be given reasonable opportunities to develop the outcomes in the required curriculum.	The curriculum is designed to provide opportunities for students to learn and to develop increasing sophistication with respect to each outcome. This design may be summarized in a curriculum map.	Pedagogy, the curriculum, relevant student support services and co- curriculum are explicitly and intentionally aligned with each outcome. Curriculum map indicates increasing levels of proficiency.

CONCLUSION

This document was created with input from various stakeholders across the Division of Student Affairs, including the Student Affairs Council, the Student Affairs Leadership Team, and the Assessment and Social Justice Committee. It is a tool to assist all Division staff in our pursuit of a strong culture of co-curricular learning, planning, assessment and inquiry where decisions are evidence-based and equity-minded. We can build upon the pioneering work of colleagues who strive to employ strategies that draw upon the knowledge and cultural values of our diverse campus community (Barrera, Gangai, and Pizarro, 2022; The Chancellor's Strategic Workgroup, 2023).

Developing our co-curriculum will help build a deeper sense of community within the Division of Student Affairs and tell our students' stories. Our hope is that everyone will use this document to maintain a vision of continuous improvement as we deliver impactful programs, services and events in the service of supporting transformative student success.

Further information about the Division of Student Affairs' co-curricular work can be obtained from the Co-Curricular Learning, Educational Equity, and Assessment program at 408-924-5900 or co-curricularlearning@sjsu.edu.



DEFINITION OF TERMS

Accountability: Involves data collection for internal audiences (i.e. administrators, faculty, students) and demonstrates the effectiveness of programs and services to stakeholders.

Assessment Methods: The various ways student learning outcomes are measured (using multiple methods will produce stronger data).

Assessment Plan: The annual plan that guides assessment efforts for a divisional department. The plan includes a department's mission, vision, goals for the year, a number of assessment "activities" to accomplish, results and next steps based on results.

Budget Cycle: A budget cycle is the timeframe a budget covers. Though the university budgets on a fiscal year (July 1 - June 30) and is dependent on the State and CSU budget cycles, budget development at San José State University is an ongoing, multi-year process that is aligned with the strategic planning of our campus. ([Annual Budget Reports](#))

Departmental Assessment: The gathering and analyzing of data on a program, service or activity about a department and then using that information to make informed decisions for improvement.

Departmental Review/Program Review: Systematic collection, evaluation and use of information obtained to help improve a student's overall college experience and divisional effectiveness. Every 5 years, each divisional department is reviewed by a team of professionals in the field to ensure they are meeting professional standards. Can include evaluation of facilities, technology, services, etc., within individual programs. (Source: SFA University)

Direct Measure of Student Learning: Assessment that demonstrates learning and focuses on students' achievements of learning outcomes. A demonstration or display of actual knowledge, thought process, skills, accomplishments or achievements (i.e. student demonstrates interpersonal competence in a role playing activity by showing behaviors like treating others with respect and considering others' points of view).

Domain: Domains are categories of learning typically divided into cognitive (intellectual, core learning), affective (attitude, core motivation) and psychomotor (hands-on, motor activity) classifications.

Fiscal Year (FY): A period that a company or organization uses for accounting, budgeting and reporting purposes. The fiscal year at SJSU is defined as July 1st - June 30th.

Indirect Measure of Student Learning: Assessment that describes learning and measures perceptions and behaviors during the learning process. Indirect assessment may provide feedback on student perception of their own level of learning. Can be a reflection on and/or self-report about knowledge, thought processes, learned skills, etc., or a perception of an accomplishment or achievement. Example: Student tells you that they gained all the information they needed at Frosh orientation.

IPEDS Race/Ethnicity Reporting Category: There are 9 categories for data reporting to IPEDS. The categories for reporting are: U.S. nonresident; Hispanic (regardless of race); and for non-Hispanic only: American Indian or Alaska Native; Asian; Black or African American; Native Hawaiian or Other Pacific Islander; White; and Two or more races. Source: National Center for Education Statistics ([NCES](#)), Integrated Postsecondary Education Data System (IPEDS).

Integrated Plan: The Integrated Plan is a department plan for the upcoming academic year. The purpose is to convey the department's goals and priorities for operations, programs, services, expected outcomes (operational, learning) and assessment. The annual planning deadline is May 31.

Integrated Report: The Integrated Report is a department summary submitted on a mid-year and annual basis. The purpose is to document the department's impact and outcomes for the current academic year. The general reporting deadlines are (1) Mid-year: due early January (reflects July 1 - December 31) and (2) Annual: due mid-July (reflects July 1 - June 30).

Learning Outcome: Statements that describe the knowledge or skills students should acquire by the end of a program, event, service or activity. Learning outcomes may use action verbs from Bloom's Taxonomy, written as desired impact statements.

Mapping: The process of connecting annual department goals to divisional and other strategic initiatives. Goals are "mapped" to initiatives they support.

Operational Objectives/Outcomes: A service or administrative outcome that documents how well an operation works. Objectives are tied to operational processes and program/unit targets that it desires and intends to achieve. The Shults Dorimé-Williams Support Outcomes Taxonomy serves as a helpful model to assess administrative task complexity. Example: All incoming admissions applications were reviewed and a decision was made within a 6-week period.

Performance Evaluations (Reviews): A performance evaluation is a way to systematically assess an employee's performance. Performance evaluations are important for all employees. The goal is to increase communication, establish clear expectations, reinforce good performance, improve unsatisfactory performance and foster a spirit of cooperation and teamwork. (University Personnel)

Program: A program is a functional area unit (organized as a department), such as MOSAIC Cross-Cultural Center, Peer Connections or Student Wellness Center. Units may choose to conduct program-level assessment or may choose to assess several major programs.

Program Objective: A statement written ahead of time that will measure the overall impact of a program or department. Example: Decrease time to graduation.

Racial Justice: Racial justice demands equity by confronting the past, eliminating barriers and providing fair solutions to empower all students to succeed (Amason and Barnes, 2021).

Rubric: An evaluation form that is used to measure a program, department or performance to a particular standard. A rubric can communicate expectations of quality around a task. In many cases, scoring rubrics are used to delineate consistent criteria for evaluation, which can be complex and subjective.

Social Justice: Social justice is defined as both a process and a goal that includes the knowledge, skills and dispositions needed to create learning environments that foster equitable participation of all groups and seeks to address issues of oppression, privilege and power. (ACPA & NASPA, 2015)

ADDITIONAL RESOURCES³

Co-Curricular Assessment, General Education, and Building Institutional Connections/Connective Tissue

Bresciani, M.J. (Ed.). (2007). *Assessing student learning in general education: Good practice case studies*. Bolton, MA: Anker.

Kerr, K.G., Edwards, K.E., Tweedy, J., Lichterman, H.L., & Knerr, A.R. (2020). *The curricular approach to student affairs: A revolutionary shift for learning beyond the classroom*. Sterling, VA: Stylus.

Driscoll, A., Graff, N., Shapiro, D., & Wood, S. (2021). *Advancing assessment for student success: Supporting learning by creating connections across assessment, teaching, curriculum, and cocurriculum in collaboration with our colleagues and our students*. Bloomfield, NJ: Stylus.

Maki, P. (2010). *Assessing for learning: Building a sustainable commitment across the institution* (2nd ed.). Sterling, VA: Stylus.

Assessment Basics and How-To-Do

Jankowski, N.A., Baker, G.R., Brown-Tess, K., & Montenegro, E. (Eds.) (2020). *Student-focused learning and assessment: Involving students in the learning process in higher education*. New York, NY: Peter Lang.

Kuh, G.D. (2015). *Using evidence of student learning to improve higher education*. San Francisco, CA: National Institute for Learning Outcomes Assessment, Jossey-Bass.

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APPENDICES

Appendix A

[Division of Student Affairs Integrated Plan Template](#)

Appendix B

[Division of Student Affairs Alignment Map Template](#)

Appendix C

[Calendar - Integrated Planning Cycle](#)

Appendix D

[ACPA & NASPA Social Justice and Inclusion Professional Competency Area](#)

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