

CHAPMAN'S
**INSTITUTIONAL
RESEARCH OFFICE**

**A GUIDE TO INSTITUTIONAL-LEVEL ASSESSMENT
AND DATA COLLECTION ACTIVITIES
AT CHAPMAN UNIVERSITY**

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By highlighting the forces that guide and often drive institutional-level assessment and data collection activities, this document also provides the conceptual framework and rationale for the specific methods, measures, items, and instruments used and/or created by Chapman's Institutional Research Office (CIRO) to assess institutional effectiveness and student learning outcomes at Chapman University.

INSTITUTIONAL-LEVEL ASSESSMENT AND DATA COLLECTION ACTIVITIES ARE GUIDED BY:

Chapman University's Mission

The mission of Chapman University is to provide personalized education of distinction that leads to inquiring, ethical, and productive lives as global citizens.

Core Values and Traditions

The Faculty Senate and the Office of the Provost established the Heritage Committee in the Spring of 2001 and charged it with clarifying the long standing values of Chapman University. The heritage of Chapman University outlined the following core values and traditions that distinguish Chapman from other institutions of higher learning:

- Personalized Education
 - Caring for the whole person
 - Instilling a sense of community
 - Engendering a lifelong passion for learning
- Spiritual Growth and Moral Education
 - Our denominational origin and affiliation
 - Traditions of peace and social justice
 - A commitment to service/volunteerism
 - Ethical and responsible citizenship
- Commitment to the Liberal Arts
- Diversity of Thought and Experience
- Global Understanding
- Professional Education
- Adult and Distance Learning

(see The Heritage Committee Report: The Values and Traditions of Chapman University :

<http://www.chapman.edu/provost/wasc2001/10heritage.pdf>)

The Chapman Plan

The plan defines the intellectual scope of the institution from which will be derived the specific goals and objectives of the individual units, academic and administrative. It provides a framework for setting operational priorities, allocating resources, and assessing the university's success as educationally effective institution and learning-centered community. By laying the foundation for the academic direction of the university, this document also explicitly and implicitly highlights areas and issues that need to be assessed.

(see Chapman University: The Chapman Plan. September 2001:

<http://www.chapman.edu/provost/wasc2001/9chapmanplan.pdf>)

Learning Outcome Goals

During the Fall 2001, the Faculty Senate established the General Education Committee and charged it with developing recommendations for new general education requirements. They began their work by asking, “What skills, values, and knowledge should a graduate of Chapman possess?” These discussions resulted in a document, “First Principles,” outlining the qualities that every graduate should possess. The “First Principles” state that a Chapman graduate should:

1. be able to reason, write and speak clearly and effectively.
2. be competent in at least one other language besides English.
3. be competent in mathematics and quantitative reasoning.
4. be competent in the use of current technology to access, organize, and analyze information.
5. understand fundamental issues in ethics and morality, and be able to use ethical analysis and moral reasoning in the pursuit of a more just and humane world.
6. understand the historical, philosophical, and political wellsprings of contemporary American society.
7. understand other cultures in order to contribute to a world where societies with different or divergent values and perspectives increasingly come into contact.
8. have knowledge of the fine and performing arts, and an awareness of the creative process.
9. have a broad familiarity with literature and the other humanities.
10. understand the concepts and analytic techniques of modern social science.
11. understand the fundamental processes of nature, and be acquainted with the methodologies of science by which humankind has come to understand these processes.
12. possess advanced and current knowledge of a major field or discipline.
13. understand the interdependence of disciplines, particularly the connections between a chosen major and those areas of study encountered in the core curriculum and electives.

(See Criteria and First Principles of General Education: <http://www.chapman.edu/ge/>)

Accreditation

The Western Association of Schools and Colleges (WASC) is a non-profit organization formed to promote the welfare, interests, and development of education in the Western Region. The WASC accreditation process aids institutions in developing and sustaining effective educational programs and assures the educational community, the general public, and other organizations that an accredited institution has met high standards of quality and effectiveness. In particular, two WASC documents give institutions guidance: (1) the WASC 2001 Handbook of Accreditation, a document delineating the re-accreditation process, as well as the standards every western institution must meet, and (2) the WASC Evidence Guide, a resource guide intended to help institutions identify and develop good evidence that can be used to demonstrate institutional effectiveness.

These two documents were used in developing Chapman University’s Institutional Proposal for Self-Study submitted to WASC in preparation for our site visit scheduled for 2004-05. Specifically, our self study proposes that in the next few years our attention will be focused on exploring:

1. conceptions and practices of personalized education, linking the curriculum and classroom to the co-curriculum and campus community;
2. conceptions and practices of student writing as an essential skill, linking liberal arts, and professional education and general education and the academic major; and
3. institutional capacity for assessment, linking learning outcomes assessment, program review, and institutional planning through a shared focus on student learning and educational effectiveness.

(see Chapman Revised University’s Institutional Proposal for Self-Study Reaccreditation, June 2002: <http://www.chapman.edu/provost/wascmain.html>)

Principles of Effectiveness

In recent years we have seen a rise in educational organizations and associations utilizing their resources and expertise to develop best practices and/or principles of effectiveness. Provided below are principles related to educational assessment, and undergraduate and adult education.

9 Principles of Good Practice for Assessing Student Learning (AAHE)

1. The assessment of student learning begins with educational values.
2. Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.
3. Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.
4. Assessment requires attention to outcomes but also an equally to the experiences that lead to those outcomes.
5. Assessment works best when it is ongoing not episodic.
6. Assessment fosters wider improvement when representatives from across the educational community are involved.
7. Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.
8. Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.
9. Through assessment, educators meet responsibilities to students and the public.

(For more information visit the American Association for Higher Education (AAHE)

<http://www.aahe.org/assessment/principles.htm>)

7 Principles for Good Undergraduate Education (Chickering and Gamson, 1987)

1. Good practice encourages student-faculty contact.
2. Good practice encourages cooperation among students.
3. Good practice encourages active learning.
4. Good practice prompts feedback.
5. Good practice emphasizes time on task.
6. Good practice communicates high expectations.
7. Good practice respects diverse talents and ways of knowing.

For more information visit the American Association for Higher Education (AAHE)

<http://www.aahebulletin.com/public/archive/sevenprinciples1987.asp>.

8 Principles of Effectiveness for Serving Adult Learners (CAEL)

1. The institution conducts its outreach to adult learners by overcoming barriers of time, place, and tradition in order to create lifelong access to educational opportunities.
2. The institution addressed adult learners' life and career goals before or at the onset of enrollment in order to assess and align its capacities to help learners reach their goals.
3. The institution promotes choice using an array of payment options for adult learners in order to expand equity and financial flexibility.
4. The institution defines and assesses the knowledge, skills, and competencies acquired by adult learners both from the curriculum and from life/work experience in order to assign credit and confer with rigor.

5. The institution's faculty uses multiple methods of instruction (including experiential and problem-based methods) for adult learners in order to connect curricular concepts to useful knowledge and skills.
6. The institution assist adult learners using comprehensive academic and student support systems in order to enhance students' capacities to become self-directed, lifelong learners.
7. The institution uses information technology to provide relevant and timely information and to enhance learning experience.
8. The institution engages in strategic relationships, partnerships, and collaborations with employers and other organizations in order to develop and improve educational opportunities for adult learners.

For more information visit The Council for Adult and Experiential Learning (CAEL):

<http://www.cael.org/ALFI/principle.html>

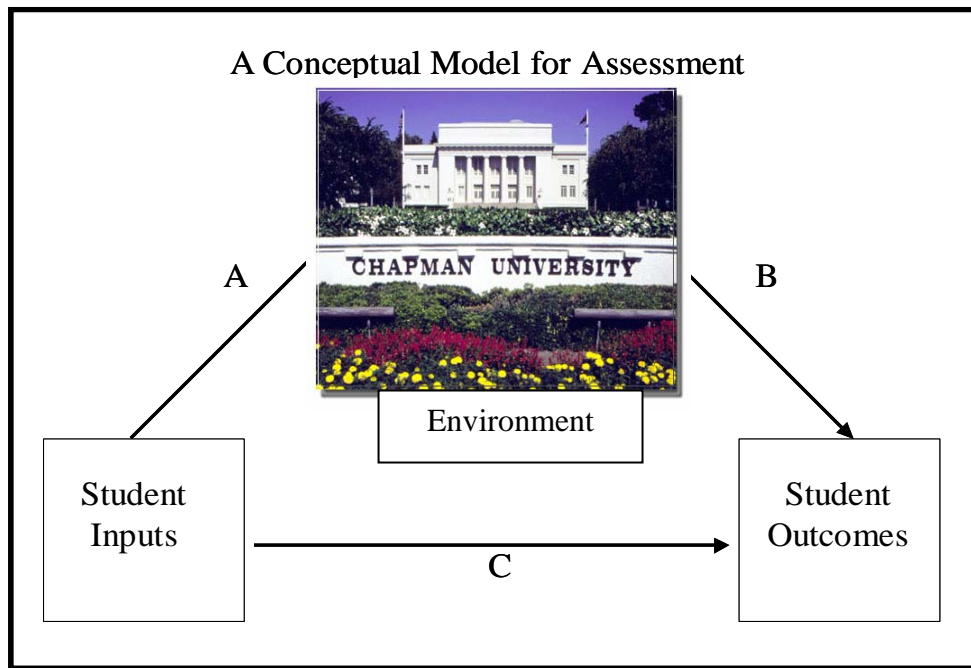
Research on College Students

The impact of the college experience on undergraduates has been studied extensively. Important models, theories, and frameworks have been used to understand why students persist, develop, and change while in college. Below are a few of the widely recognized works:

- Astin, A. W. (1993b). *What Matters in College?: Four Critical Years Revisited*. San Francisco: Jossey-Bass.
- Astin, A. W. (1984). Student involvement: A developmental theory for higher education. *Journal of College Student Personnel*, 25, 297-308.
- Feldman, K., & Newcomb, T. (1969). *The Impact of College on Students*. San Francisco: Jossey-Bass.
- Pascarella, E. T., & Terenzini, P. T. (1991). *How College Affects Students*. San Francisco: Jossey-Bass.
- Tinto, V. (1987). *Leaving College. Rethinking the Causes and Cures of Student Attrition* Chicago: University of Chicago Press.
- Tinto, V. (1993). *Leaving College: Rethinking the Causes and Cures of Student Attrition*. (2nd edition) Chicago: University of Chicago Press.

Assessment Models and Student Outcome Taxonomies

Alexander W. Astin's input-environment-output (I-E-O) model (Astin, 1993) is frequently used as a conceptual guide for assessment activities in higher education. According to Astin, inputs are those personal qualities the student brings initially to the educational program. The environment includes everything that happens to a student during the course of an educational program that might conceivably influence student outcomes. Outcomes are those 'talents' we are trying to develop in our educational program such as knowledge, skills, and values.



According to Astin, student outcomes must be understood in relationship to both inputs and environment. Knowing where students start and what they encounter along the way is also necessary to understanding student outcomes. The I-E-O design is intended to help institutions think about the relationship between the environment and student outcomes. At the same time, the I-E-O model also provides a visual guide for data collection procedures. In other words, if outcomes need to be understood in terms of student inputs and the environment, data needs to be collected throughout students' educational experience.

Taxonomic schemes are often used to classify various types of student outcome measures, particularly those which are of most important to the institution. Astin classifies outcomes using 3 dimensions: type of outcome data, type of data, and time.

The TYPE OF OUTCOME is divided into cognitive and affective. Cognitive outcomes have to do with knowledge and the use of high-order mental processes, such as reasoning and logic. Non-cognitive, or affective, outcomes have to do with student's feelings, attitudes, beliefs, values, self-concept, aspirations, and social and interpersonal relationships. The TYPE OF DATA refers to the manner in which each outcome is actually measured. "Psychological" data reflect the internal states or traits of individuals, while "behavioral" data refer to their observable activities.

TYPE OF DATA	TYPE OF OUTCOME	
	<i>Cognitive</i>	<i>Affective</i>
Psychological	Subject-matter Knowledge	Values
	Academic Ability	Interests
	Critical Thinking Skills	Self-concept
	Basic Learning Skills	Attitudes
	Special Aptitudes	Beliefs
	Academic Achievements	Satisfaction with College
Behavioral	Degree Attainment	Leadership
	Vocational Achievement	Citizenship
	Awards or special recognition	Interpersonal Relations
Astin, 1993 (Table 3.1)		

The third dimension is TIME. According to Astin, some outcomes of college are observable after a brief period of time and may be measurable while the individual is still a student, others may not be observable or measurable for many years.

(See Alexander Astin's (1993) book: *Assessment for Excellence: The Philosophy and Practice of Assessment and Evaluation in Higher Education*.)

IDENTIFYING IMPORTANT EDUCATIONAL EXPERIENCES FOR CHAPMAN UNIVERSITY STUDENTS

Using the various documents and resources such as the Chapman Plan, the WASC Self Study, and the First Principles that guide and drive institutional-level assessment and data collection activities at Chapman University, several key educational experiences/environments were identified.

CHAPMAN UNIVERSITY STUDENT ENVIRONMENTS

KEY EDUCATIONAL EXPERIENCES

Experiences with Personalized Education (M, CV, CP, ST)

Experiences with Diversity and Diversity of Thought (CV, CP)

Classroom Experiences

Faculty-Student Interaction (PE, R)

Cooperative Learning (PE)

Active Learning (PE)

Prompt Feedback Loop (PE)

Time on Task Emphasized (PE)

High Expectations Communicated (PE)

Diverse Talents/Ways of Knowing Respected (PE)

Out-of Class Experiences/Involvements (CP, ST, R)

Residence Halls (CP, R)

Student Services (CP, R)

Clubs/Organizations (CP, R)

Internships (CP, R)

Work (R)

Curriculum (CP, ST)

Major

GE

FP= First Principles

M= Mission

CV= Core Values and Traditions

CP= Chapman Plan

PE= Principles of Effectiveness

ST= Self-Study for WASC

R= Research on College Students

IDENTIFYING KEY STUDENT OUTCOMES FOR CHAPMAN UNIVERSITY STUDENTS

Using the various documents and resources such as the Chapman Plan, the WASC Self Study, and the First Principles that guide and drive institutional-level assessment and data collection activities at Chapman University, several key outcomes were identified.

CHAPMAN UNIVERSITY STUDENT OUTCOMES		
TYPE OF DATA	TYPE OF OUTCOME	
	<i>Cognitive</i>	<i>Affective</i>
<i>Psychological</i>	<ul style="list-style-type: none"> *able to reason, write and speak clearly and effectively (FP, CP, ST) *competent in at least one other language besides English (FP) *competent in mathematics and quantitative reasoning (FP, CP) *competent in the use of current technology to access, organize, and analyze information (FP, CP) *understand fundamental issues in ethics and morality, and be able to use ethical analysis and moral reasoning in the pursuit of a more just and humane world (FP, M, CV, CP) *understand the historical, philosophical, and political wellsprings of contemporary American society (FP) *understand other cultures in order to contribute to a world where societies with different or divergent values and perspectives increasingly come into contact (FP, CV, CP) *have knowledge of the fine and performing arts, and an awareness of the creative process (FP, CP) *have a broad familiarity with literature and the other humanities (FP, CP) *understand the concepts and analytic techniques of modern social science (FP, CP) *understand the fundamental processes of nature, and be acquainted with the methodologies of science by which humankind has come to understand these processes (FP) *possess advanced and current knowledge of a major field or discipline (FP) *understand the interdependence of disciplines, particularly the connections between a chosen major and those areas of study encountered in the core curriculum and electives (FP) 	<ul style="list-style-type: none"> *Ethical and Moral Development (M, CV, CP) *Spiritual Growth (CV) *Lifelong Passion for Learning (CV, CP) *Appreciation of Diversity and Diversity of Thought (CV, CP) *Satisfaction with Chapman University (CP) *Satisfaction with Campus Services (CP) *GE Appreciation (CP)
<i>Behavioral</i>	<ul style="list-style-type: none"> *Degree Attainment 	<ul style="list-style-type: none"> *Ethical and Responsible Citizenship (M, CV, CP) *Commitment to Service and Volunteerism (CV, CP) *Commitment to Peace and Social Justice (CV, CP)

FP=First Principles
M=Mission
CV= Core Values and Traditions
CP= Chapman Plan
ST=Self-Study for WASC

ASSESSMENT INSTRUMENTS ABLE TO GATHER NECESSARY INFORMATION ON KEY EDUCATIONAL EXPERIENCES AND STUDENT OUTCOMES

Overview of Survey Instruments: Chapman University (Orange Campus)						
Survey	Sponsoring Organization	Intended For	Administration	National Comparison	Type of Information Collected	Data Uses
CIRP/HERI Freshmen Survey (This survey is also known as the Student Information Form-SIF)	Cooperative Institutional Research Program (CIRP)/Higher Education Research Institute (HERI) housed at UCLA	Freshmen	hard copy, during orientation	yes	expectations of the college experience; degree goals, career plans, college finances, attitudes, values, and life goals, reasons for attending college	Accreditation; assessment; admissions, recruitment; academic program development; longitudinal research, impact studies; & PR.
National Survey of Student Engagement-NSSE (This survey is also known as the College Student Report)	Indiana University Center for Postsecondary Research and Planning at Indiana University	Freshmen, Seniors only	online or via US mail by NSSE	yes	outcomes related to the institution's program and services, undergraduate quality, level of challenge, active learning, student-faculty interaction, supportive environment	Accreditation; student outcomes assessment, institutional improvement and benchmarking; monitoring of progress over time; and PR.
Chapman's Student Services Satisfaction Survey	Chapman University	All students	hard copy, in the classroom	no	satisfaction with Chapman campus services and offices, the institution, and faculty	Institutional improvement and benchmarking; monitoring of progress over time; and accreditation.
HERI College Student Survey (CSS)	Higher Education Research Institute (HERI) housed at UCLA	Seniors	hard copy, coordinated with graduation activities/ mailings	yes	outcomes related to the institution's program and services, satisfaction with college, student activities, values, attitudes and goals; degree aspirations and career plans. (Follow-up to SIF. Longitudinal data available.)	Accreditation; student outcomes assessment; campus planning; policy analysis; retention analysis; monitoring of progress over time; and longitudinal research, impact studies; and PR.
Noel-Levitz Student Satisfaction Inventory (SSI)	Noel-Levitz consultation firm from Iowa City, Iowa.	All students	on-line or in the classroom	yes	satisfaction with campus services, the institution, and faculty	Accreditation; student retention and recruitment; strategic planning and institutional effectiveness.
ACT Alumni Outcomes Survey	American College Testing (ACT) Program in Iowa City, Iowa.	Alumni	hard copy, via US mail by Chapman	yes	outcomes related to the institution's program and services.	Accreditation; student retention and recruitment; strategic planning and institutional effectiveness; PR & development.
ACT Withdrawing/ Non-Returning Student Survey	American College Testing (ACT) Program in Iowa City, Iowa.	Non-returning students	hard copy, via US mail by Chapman	yes	reasons why students leave college before completing their degree/certificate program and satisfaction with the university/services	Student retention; institutional improvement; and accreditation.
Noel-Levitz Adult Student Priority Survey (ASPS)	Noel-Levitz consultation firm from Iowa City, Iowa.	Graduate Students	on-line or in the classroom	yes	satisfaction with campus services, the institution, and faculty	Accreditation; student retention and recruitment; strategic planning and institutional effectiveness.
Noel-Levitz Institutional Priorities Survey (IPS)	Noel-Levitz consultation firm from Iowa City, Iowa.	Faculty, Staff, & Administrators	via campus mail	yes	perceptions of institutional priorities (recommended with the SSI to determine where priorities overlap with those of students)	Accreditation; student retention and recruitment; strategic planning and institutional effectiveness. Institutions can pinpoint areas of consensus on campus.
HERI Faculty Survey	Higher Education Research Institute (HERI) housed at UCLA	Faculty and Administrators	hard copy, via campus mail	yes	faculty work-load, teaching practices, job satisfaction, and professional activities of collegiate faculty and administrators	Accreditation; campus planning; faculty development programs; benchmarking faculty characteristics.
Chapman's Employers Survey	Chapman University	Employers	via US mail by Chapman	no	To be determined	Institutional effectiveness; accreditation; and PR.

<p>MATCHING SURVEY ITEMS WITH STUDENT OUTCOMES AND EDUCATIONAL EXPERIENCES</p>

College Student Survey (CSS)

National Survey of Student Engagement (NSSE)

ACT Alumni Outcome Survey

Chapman's Student Services Satisfaction Survey

Noel-Levitz's Student Satisfaction Inventory (SSI)

College Student Survey (CSS)

CHAPMAN STUDENT OUTCOMES**COLLEGE STUDENT SURVEY (CSS)****Psychological-Cognitive**

Able to reason, write and speak clearly and effectively.

Compared with when you first started college, how would you describe your ability to think critically.
 Compared to the average person, how would you rate your writing ability.
 Compared to the average person, how would you rate your public speaking ability.
 Compared with when you first started college, how would you describe your writing skills.
 Compared with when you first started college, how would you describe your public speaking ability.

Competent in at least one other language besides English.

Compared with when you first started college, how would you describe your foreign-language ability.

Competent in mathematics and quantitative reasoning.

Compared to the average person, how would you rate your mathematical ability.
 Compared with when you first started college, how would you describe your analytical and problem-solving skills.

Competent in the use of current technology to access, organize, and analyze information.

Compared with when you first started college, how would you describe your computer skills.
 During the past year, how often did you communicate via e-mail with faculty, students, friends, family.
 During the past year, how often did you participate in class discussions via email/internet.
 During the past year, how often did you use the internet for research or homework.
 During the past year, how often did you use the Internet for nonacademic reasons.
 Do you own a personal computer?
 Since entering college, indicate how often you received course assignments through the internet.
 Since entering college, indicate how often you turned in course assignments through the internet.
 During the past year, how much time did you spend during a typical week using a personal computer?

Understand fundamental issues in ethics and morality, and be able to use ethical analysis and moral reasoning in the pursuit of a more just and humane world.

Compared with when you first started college, how would you describe your understanding of social problems facing our nation.
 Compared with when you first started college, how would you describe your understanding of the problems facing your community.

Understand the historical, philosophical, and political wellsprings of contemporary American society.

Understand other cultures in order to contribute to a world where societies with different or divergent values and perspectives increasingly come into contact.

Compared with when you first started college, how would you describe your knowledge of peoples from different cultures.
 Compared to the average person, how would you rate your understanding of others.
 Indicate the importance to you personally helping others in difficulty.

Have knowledge of the fine and performing arts, and an awareness of the creative process.

Compared to the average person, how would you rate your creativity.
 Compared to the average person, how would you rate your artistic ability.
 Indicate the importance to you personally to becoming accomplished in one of the performing arts (dancing, acting, etc.).
 Indicate the importance to you personally to creating artistic works (painting, sculptures, decorating, etc).
 Indicate the importance to you personally to writing original works (poems, novels, short stories, etc.).

Have a broad familiarity with literature and the other humanities.

Understand the concepts and analytic techniques of modern social science.

Understand the fundamental processes of nature, and be acquainted with the methodologies of science by which humankind has come to understand these processes.

Indicate the importance to you personally making a theoretical contribution to science.

Possess advanced and current knowledge of a major field or discipline.

Compared with when you first started college, how would you describe your knowledge of a particular field or discipline.
 Indicate the importance to you personally becoming an authority in my field.
 Indicate the importance to you personally obtaining recognition from my colleagues for contributions to my special field.

Understand the interdependence of disciplines, particularly the connections between a chosen major and those areas of study encountered in the core curriculum and electives.

Psychological-Affective

Ethical and Moral Development

Compared to the average person, how would you rate your self-understanding.
 Indicate the importance to you personally developing a meaningful philosophy of life.

Spiritual Growth

Compared to the average person, how would you rate your religiousness/religiosity.

Compared with when you first started college, how would you describe your religious beliefs and convictions.

Lifelong Passion for Learning

Appreciation of Diversity and Diversity of Thought

Compared with when you first started college, how would you describe your ability to get along with people of different races/cultures.

Satisfaction with Chapman University

If you could make your college choice over, would you still choose to enroll at your current 9or most recent) college?
 Please rate your satisfaction with your overall college experience.
 Please rate your satisfaction with your overall quality of instruction.

Satisfaction with Campus Services

Please rate your satisfaction with laboratory facilities and equipment.
 Please rate your satisfaction with library facilities.
 Please rate your satisfaction with computer facilities.
 Please rate your satisfaction with quality of computer training/assistance.
 Please rate your satisfaction with availability of internet access.
 Please rate your satisfaction with tutoring or other academic assistance.
 Please rate your satisfaction with career counseling and advising.
 Please rate your satisfaction with student housing.
 Please rate your satisfaction with financial aid services.
 Please rate your satisfaction with campus health services.
 Please rate your satisfaction with recreational facilities.

GE Appreciation

Compared with when you first started college, how would you describe your general knowledge.
 Please rate your satisfaction with general education or core curriculum courses.

Behavioral-Cognitive

Ethical and Responsible Citizenship

Indicate the importance to you personally influencing the political structure.
 Indicate the importance to you personally keeping up to date with political affairs.
 Indicate the importance to you personally becoming involved in programs to clean up the environment.
 Since entering college, indicate how often you voted in a student election.

Commitment to Service and Volunteerism

Indicate the importance to you personally with becoming a community leader.
 Indicate the importance to you personally with participating in a community action program.
 What do you plan to be doing six months from now?--participating in a community service organization
 What do you plan to be doing six months from now?--serving in the Armed Forces
 What do you plan to be doing six months from now?--doing volunteer work

Commitment to Peace and Social Justice

Indicate the importance to you personally to influencing social values.
 Indicate the importance to you personally to helping promote racial understanding.

Experiences with Personalized Education

Since entering college indicate how often you have been a guest in a professor's home.
 Since entering college indicate how often you worked on group projects in class.
 Please rate your satisfaction with your ability to find a faculty or staff mentor.
 Please rate your satisfaction with the amount of contact with faculty.
 Please rate your satisfaction with academic advising.
 How often have professors at your current (or most recent) college provided you with encouragement to pursue graduate/professional study.
 How often have professors at your current (or most recent) college provided you with help in achieving your professional goals.
 How often have professors at your current (or most recent) college provided you with advice and guidance about your educational program.
 How often have professors at your current (or most recent) college provided you with emotional support and encouragement.
 How often have professors at your current (or most recent) college provided you with a letter of recommendation.
 How often have professors at your current (or most recent) college provided you with an opportunity to discuss course work outside of class.
 During the past year, how much time did you spend talking to faculty outside of class.

Experiences with Diversity and Diversity of Thought

Since entering college have you taken an ethnic studies course.
 Since entering college have you taken a women studies course.
 Since entering college have you attended a racial/cultural awareness workshop.
 Since entering college have you had a roommate of different race/ethnicity.
 Since entering college have you participated in an ethnic/racial student organization.
 Please indicate how often during the past year you socialized with someone of another racial/ethnic group.
 Since entering college have you took interdisciplinary courses.
 Please indicate how often during the past year you discussed politics.
 Please indicate how often during the past year you discussed religion.
 Since entering college, indicate how often you worked on independent study projects.

Classroom Experiences**Cooperative Learning**

How often have professors at your current (or most recent) college provided you with opportunity to work on a research project.
 How often have professors at your current (or most recent) college provided you with an opportunity to publish.
 Since entering college, indicate how often you discussed course content with students outside of class.
 Since entering college, indicate how often you studied with other students.

Active Learning**Prompt Feedback Loop****Time on Task Emphasized****High Expectations Communicated**

How often have professors at your current (or most recent) college provided you with intellectual challenge and stimulation.
 Since entering college, indicate how often you challenged a professor's ideas in class.

Diverse Talents/Ways of Knowing Respected**Out-of Class Experiences/Involvements****Residence Halls****Student Services****Extra-curricular activities**

Since entering college have you joined a fraternity or sorority.
 Since entering college have you participated in student government.
 Since entering college have you had a part-time job on campus.
 Since entering college have you participated in intercollegiate football or basketball or other intercollegiate sport.
 Since entering college have you been elected to student office.
 Since entering college, indicate how often you participated in intramural sports.
 Since entering college, indicate how often you tutored another college student.
 During the past year, how much time did you spend with student clubs/groups.
 During the past year, how much time did you spend with volunteer work.
 Since entering college, indicate how often you performed volunteer work.
 Since entering college have you participated in an internship program..
 Since entering college have you participated in a leadership program.

Internships**Curriculum****Major****GE**

National Survey of Student Engagement (NSSE)

CHAPMAN STUDENT OUTCOMES**NATIONAL SURVEY OF STUDENT ENGAGEMENT (NSSE)****Psychological-Cognitive**

Able to reason, write and speak clearly and effectively.

To what extent has your experience at this institution contributed to you writing clearly and effectively.
 To what extent has your experience at this institution contributed to you speaking clearly and effectively.
 To what extent has your experience at this institution contributed to you thinking critically and analytically.
 During the current school year, about how much reading and writing have you done: Number of assigned textbooks, books, or book-length packs of course readings.
 During the current school year, about how much reading and writing have you done: number of written papers or reports of 20 pages or more.
 During the current school year, about how much reading and writing have you done: number of written papers or reports between 5 and 19 pages.
 During the current school year, about how much reading and writing have you done: number of written papers or reports of fewer than 5 pages.

Competent in at least one other language besides English.

Which of the following have you done or do you plan to do before you graduate: foreign language coursework.
 Which of the following have you done or do you plan to do before you graduate: study abroad.

Competent in mathematics and quantitative reasoning.

Competent in the use of current technology to access, organize, and analyze information.

To what extent has your experience at this institution contributed to you using computer and information technology.
 In your experience at your institution during the current school year, about how often have you used e-mail to communicate with an instructor.
 In your experience at your institution during the current school year, about how often have you used an electronic medium (list-serve, chat group, internet) to discuss or complete an assignment.

Understand fundamental issues in ethics and morality, and be able to use ethical analysis and moral reasoning in the pursuit of a more just and humane world.

Understand the historical, philosophical, and political wellsprings of contemporary American society.

Understand other cultures in order to contribute to a world where societies with different or divergent values and perspectives increasingly come into contact.

Have knowledge of the fine and performing arts, and an awareness of the creative process.

Have a broad familiarity with literature and the other humanities.

Understand the concepts and analytic techniques of modern social science.

Understand the fundamental processes of nature, and be acquainted with the methodologies of science by which humankind has come to understand these processes.

Possess advanced and current knowledge of a major field or discipline.

Understand the interdependence of disciplines, particularly the connections between a chosen major and those areas of study encountered in the core curriculum and electives.

In your experience at your institution during the current school year, about how often have you worked on a paper or project that required integrating ideas or information from various sources.
 In your experience at your institution during the current school year, about how often have you put together ideas or concepts from different courses when completing assignments or during class discussions.

Psychological-Affective

Ethical and Moral Development

To what extent has your experience at this institution contributed to you developing a personal code of values and ethics.

Spiritual Growth

To what extent has your experience at this institution contributed to you understanding yourself.

Lifelong Passion for Learning

To what extent has your experience at this institution contributed to you learning effectively on your own.

Appreciation of Diversity and Diversity of Thought

To what extent has your experience at this institution contributed to your understanding of people of other racial and ethnic backgrounds.
 To what extent does your institution emphasize encouraging contact among students from different economic, social, and racial/ethnic backgrounds.

Satisfaction with Chapman University

How would you evaluate your entire educational experience at this institution?
 If you could start over again, would you go to the same institution you are now attending?

Satisfaction with Campus Services

GE Appreciation

To what extent has your experience at this institution contributed to you acquiring a broad general education.

Behavioral-Cognitive

Ethical and Responsible Citizenship

To what extent has your experience at this institution contributed to you voting in local, state, or national elections.
 To what extent has your experience at this institution contributed to you working effectively with others.

Commitment to Service and Volunteerism

To what extent has your experience at this institution contributed to you contributing to the welfare of your community.

Commitment to Peace and Social Justice

To what extent has your experience at this institution contributed to you solving complex real-world problems.

Experiences with Personalized Education

Overall, how would you evaluate the quality of academic advising you have received at your institution.

Which of the following have you done or do you plan to do before you graduate: work on a research project with a faculty member outside of course or program requirements.

Mark the box that best represents the quality of your relationship with faculty members: available, helpful sympathetic to unavailable, helpful, unsympathetic.

Mark the box that best represents the quality of your relationship with administrative personnel and offices: helpful, considerate, flexible to unhelpful, inconsiderate, rigid.

In your experience at your institution during the current school year, about how often have you talked about career plans with a faculty member or advisor.

In your experience at your institution during the current school year, about how often have you discussed ideas from your reading or classes with faculty members outside of class.

In your experience at your institution during the current school year, about how often have you worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)

In your experience at your institution during the current school year, about how often have you discussed grades or assignments with an instructor.

To what extent does your institution emphasize providing the support you need to help succeed academically.

To what extent does your institution emphasize providing the support you need to thrive socially.

To what extent does your institution emphasize helping you cope with non-academic responsibilities (work, family, etc.).

Experiences with Diversity and Diversity of Thought

In your experience at your institution during the current school year, about how often have you had serious conversations with students of a different race or ethnicity than your own.

In your experience at your institution during the current school year, about how often have you had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions or personal values.

In your experience at your institution during the current school year, about how often have you included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments.

Classroom Experiences**Cooperative Learning**

In your experience at your institution during the current school year, about how often have you worked with other students on projects during class time.

In your experience at your institution during the current school year, about how often have you worked with classmates outside of class to prepare class assignments.

Active Learning

In your experience at your institution during the current school year, about how often have you asked questions in class to contributed to class discussions.

In your experience at your institution during the current school year, about how often have you made a class presentation.

In your experience at your institution during the current school year, about how often have you received prompt feedback from faculty on your academic performance (written or oral).

Prompt Feedback Loop**Time on Task Emphasized****High Expectations Communicated**

In your experience at your institution during the current school year, about how often have you worked harder than you thought you could to meet an instructor's standards or expectations.

In your experience at your institution during the current school year, about how often have you prepared two or more drafts of a paper or assignment before turning it in.

Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work.

Diverse Talents/Ways of Knowing Respected

Which of the following have you done or do you plan to do before you graduate: independent study or self-designed major.

Which of the following have you done or do you plan to do before you graduate: culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.).

Which of the following have you done or do you plan to do before you graduate: participate in a learning community or some other formal program where groups of students take two or more classes together.

Out-of Class Experiences/Involvements**Residence Halls****Student Services****Extra-curricular activities**

Which of the following best described where you are living now while attending college? Dormitory?

About how many hours do you spend in a typical 7-day week working for pay on campus.

About how many hours do you spend in a typical 7-day week participating in co-curricular activities (organizations, students govt., etc).

Internships

Which of the following have you done or do you plan to do before you graduate: practicum, internship, field experience, co-op experience, or clinical assignment.

Curriculum**Major****GE**

ACT Alumni Outcome Survey

CHAPMAN STUDENT OUTCOMES**ACT ALUMNI OUTCOMES SURVEY****Psychological-Cognitive**

Able to reason, write and speak clearly and effectively.

Indicate the impact of your experiences at this school on your attainment of recognizing and using effective verbal communication skills.
Indicate the impact of your experiences at this school on your attainment of recognizing and using effective written communication skills.
Indicate the impact of your experiences at this school on your attainment of analyzing and drawing conclusions from various types of data.
Indicate the impact of your experiences at this school on your attainment of accessing and using a variety of information sources.

Competent in at least one other language besides English.

Competent in mathematics and quantitative reasoning.

Indicate the impact of your experiences at this school on your attainment of defining and solving problems.

Competent in the use of current technology to access, organize, and analyze information.

Understand fundamental issues in ethics and morality, and be able to use ethical analysis and moral reasoning in the pursuit of a more just and humane world.

Understand the historical, philosophical, and political wellsprings of contemporary American society.

Understand other cultures in order to contribute to a world where societies with different or divergent values and perspectives increasingly come into contact.

Indicate the impact of your experiences at this school on your attainment of understanding and appreciating cultural and ethnic differences between people.
Indicate the impact of your experiences at this school on your attainment of getting along with people whose attitudes and opinions are different from mine.

Have knowledge of the fine and performing arts, and an awareness of the creative process.

Indicate the impact of your experiences at this school on your attainment of understanding and appreciating art, music, literature, etc.

Have a broad familiarity with literature and the other humanities.

Understand the concepts and analytic techniques of modern social science.

Understand the fundamental processes of nature, and be acquainted with the methodologies of science by which humankind has come to understand these processes.

Indicate the impact of your experiences at this school on your attainment of understanding the interaction of human beings and the environment.

Possess advanced and current knowledge of a major field or discipline.

Understand the interdependence of disciplines, particularly the connections between a chosen major and those areas of study encountered in the core curriculum and electives.

Psychological-Affective

Ethical and Moral Development

Indicate the impact of your experiences at this school on your attainment of living my personal and professional life according to my own standard/ethic.

Spiritual Growth

Lifelong Passion for Learning

Which one of the following best describes your primary work status at this time: Continuing my education part-time and employed
Which one of the following best describes your primary work status at this time: Continuing my education part-time and employed
Which one of the following best describes your primary work status at this time: Continuing my education full-time
What is the highest lifetime, educational goal you now have?
Indicate the impact of your experiences at this school on your attainment of making and exercising a lifelong commitment to learning.
Indicate your level of satisfaction with preparation for further academic study.

Appreciation of Diversity and Diversity of Thought

Indicate the impact of your experiences at this school on your attainment of getting along with people from various cultures, races, backgrounds, etc.
Indicate the impact of your experiences at this school on your attainment of thinking objectively about beliefs, attitudes, and values.
Indicate the impact of your experiences at this school on your attainment of understanding international issues (political, economic, etc.)

Satisfaction with Chapman University

How well did your experiences at this school prepare you for your current job?
If you could begin again, would you attend this school?
Overall, how would you rate this school (for the time during which you were attending it)?
Would you recommend this school to a friend or acquaintance who asked your opinion?
Indicate your level of satisfaction with overall quality of instruction.

Satisfaction with Campus Services

Indicate your level of satisfaction with the student service: library service and materials.
Indicate your level of satisfaction with the student service: academic advising
Indicate your level of satisfaction with the student service: registration procedures
Indicate your level of satisfaction with the student service: academic support services (e.g. tutoring, study skills)
Indicate your level of satisfaction with the student service: personal counseling services
Indicate your level of satisfaction with the student service: health and wellness programs/services
Indicate your level of satisfaction with the student service: orientation to and instruction in use of campus computer systems
Indicate your level of satisfaction with the student service: financial aid counseling and related services
Indicate your level of satisfaction with the student service: career planning and placement services.
Indicate your level of satisfaction with quality of the programs in my major/field.
Indicate your level of satisfaction with general condition of buildings and grounds.
Indicate your level of satisfaction with variety of courses offered.
Indicate the extent to which you agree/disagree: The GE or core requirements at this school were a valuable component of my education.

GE Appreciation

Behavioral-Cognitive

Ethical and Responsible Citizenship

Indicate the impact of your experiences at this school on your attainment of appreciating and exercising my rights, responsibilities, and privileges as a citizen.

Commitment to Service and Volunteerism

Which one of the following best describes your primary work status at this time: serving in the military

Commitment to Peace and Social Justice

Experiences with Personalized Education

Indicate the extent to which you agree/disagree: Most faculty were readily available to students outside of class.
Indicate the extent to which you agree/disagree: Administrators at the campus respected and were responsive to student input.
Indicate your level of satisfaction with concern for me as an individual.
Indicate your level of satisfaction with class size relative to the type of course.
In light of your overall experience, choose the direction of your agreement with the following statements: few or many opportunities for student/faculty interaction

Experiences with Diversity and Diversity of Thought

Indicate the extent to which you agree/disagree: Overall, there was a campus atmosphere of ethnic, political, and religious understanding and acceptance.
Indicate your level of satisfaction with multicultural contents of course.
Indicate your level of satisfaction with campus acceptance of individuals regardless of their sexual orientation

In light of your overall experience, choose the direction of your agreement with the following statements: few or many cultural/fine arts speaker programs.

Classroom Experiences

Cooperative Learning
Active Learning
Prompt Feedback Loop
Time on Task Emphasized
High Expectations Communicated
Diverse Talents/Ways of Knowing Respected

Out-of Class Experiences/Involvements

Residence Halls
Student Services

Extra-curricular activities

In light of your overall experience, choose the direction of your agreement with the following statements: few or many opportunities for student involvement in campus activities.

Internships**Curriculum**

Major
GE

Chapman's Student Services Satisfaction Survey

Psychological-Cognitive

Able to reason, write and speak clearly and effectively.

Competent in at least one other language besides English.

Competent in mathematics and quantitative reasoning.

Competent in the use of current technology to access, organize, and analyze information.

Understand fundamental issues in ethics and morality, and be able to use ethical analysis and moral reasoning in the pursuit of a more just and humane world.

Understand the historical, philosophical, and political wellsprings of contemporary American society.

Understand other cultures in order to contribute to a world where societies with different or divergent values and perspectives increasingly come into contact.

Have knowledge of the fine and performing arts, and an awareness of the creative process.

Have a broad familiarity with literature and the other humanities.

Understand the concepts and analytic techniques of modern social science.

Understand the fundamental processes of nature, and be acquainted with the methodologies of science by which humankind has come to understand these processes.

Possess advanced and current knowledge of a major field or discipline.

Understand the interdependence of disciplines, particularly the connections between a chosen major and those areas of study encountered in the core curriculum and electives.

Psychological-Affective

Ethical and Moral Development

Spiritual Growth

Lifelong Passion for Learning

Appreciation of Diversity and Diversity of Thought

Satisfaction with Chapman University

Tell us how satisfied you are with: Class size

Tell us how satisfied you are with: Would you recommend Chapman University to a friend or relative?

Satisfaction with Campus Services

Tell us how satisfied you are with: Overall satisfaction of campus services

Tell us how satisfied you are with: Academic advising

Tell us how satisfied you are with: Center for Academic Success

Tell us how satisfied you are with: Writing Center

Tell us how satisfied you are with: Library

Tell us how satisfied you are with: Computer Labs

Tell us how satisfied you are with: Career Development Center

Tell us how satisfied you are with: Registrar's Office

Tell us how satisfied you are with: Ability to schedule desired classes

Tell us how satisfied you are with: Student activities and organizations

Tell us how satisfied you are with: Associated Student Government

Tell us how satisfied you are with: Panther Newspaper

Tell us how satisfied you are with: Intramurals and Fitness

Tell us how satisfied you are with: Services provided by the Dean of the Chapel

Tell us how satisfied you are with: Health Services

Tell us how satisfied you are with: Psychological Counseling Services

Tell us how satisfied you are with: Residence Life Programs and Staff

Tell us how satisfied you are with: Residence Hall telephone Services

Tell us how satisfied you are with: Food Services

Tell us how satisfied you are with: Business Office

Tell us how satisfied you are with: Financial Aid

Tell us how satisfied you are with: Student Employment Services

Tell us how satisfied you are with: Bookstore

Tell us how satisfied you are with: Campus Safety

Tell us how satisfied you are with: Parking

Tell us how satisfied you are with: Upkeep of Campus and facilities

GE Appreciation

Behavioral-Cognitive

Ethical and Responsible Citizenship

Commitment to Service and Volunteerism

Commitment to Peace and Social Justice

Experiences with Personalized Education

Experiences with Diversity and Diversity of Thought

Classroom Experiences

Cooperative Learning

Active Learning

Prompt Feedback Loop

Time on Task Emphasized

High Expectations Communicated

Diverse Talents/Ways of Knowing Respected

Out-of Class Experiences/Involvements

Residence Halls

Student Services

Extra-curricular activities

Internships

Curriculum

Major

GE

Noel-Levitz's Student Satisfaction Inventory (SSI)

CHAPMAN STUDENT OUTCOMES**NOEL-LEVITZ STUDENT SATISFACTION INVENTORY (SSI)*****Psychological-Cognitive***

Able to reason, write and speak clearly and effectively.

Competent in at least one other language besides English.

Competent in mathematics and quantitative reasoning.

Competent in the use of current technology to access, organize, and analyze information.

Understand fundamental issues in ethics and morality, and be able to use ethical analysis and moral reasoning in the pursuit of a more just and humane world.

Understand the historical, philosophical, and political wellsprings of contemporary American society.

Understand other cultures in order to contribute to a world where societies with different or divergent values and perspectives increasingly come into contact.

Have knowledge of the fine and performing arts, and an awareness of the creative process.

Have a broad familiarity with literature and the other humanities.

Understand the concepts and analytic techniques of modern social science.

Understand the fundamental processes of nature, and be acquainted with the methodologies of science by which humankind has come to understand these processes.

Possess advanced and current knowledge of a major field or discipline.

Understand the interdependence of disciplines, particularly the connections between a chosen major and those areas of study encountered in the core curriculum and electives.

Psychological-Affective

Ethical and Moral Development

Spiritual Growth

Lifelong Passion for Learning

Appreciation of Diversity and Diversity of Thought

Satisfaction with Chapman University

How satisfied are you that your institution has meet this expectation: Most students feel a sense of belonging here.
 How satisfied are you that your institution has meet this expectation: The campus is safe and secure for all students.
 How satisfied are you that your institution has meet this expectation: The content of the courses within my major is valuable.
 How satisfied are you that your institution has meet this expectation: A variety of intramural sports are offered.
 How satisfied are you that your institution has meet this expectation: The instruction in my major field is excellent.
 How satisfied are you that your institution has meet this expectation: The amount of student parking space on campus is adequate.
 How satisfied are you that your institution has meet this expectation: It is an enjoyable experience to be a student on this campus.
 How satisfied are you that your institution has meet this expectation: Males and females have equal opportunities to participate in intercollegiate athletics.
 How satisfied are you that your institution has meet this expectation: The assessment and course placement procedures are reasonable.
 How satisfied are you that your institution has meet this expectation: I feel a sense of pride about my campus.
 How satisfied are you that your institution has meet this expectation: I am able to experience intellectual growth here.
 How satisfied are you that your institution has meet this expectation: There is commitment to academic excellence on this campus.
 How satisfied are you that your institution has meet this expectation: There is sufficient number of weekend activities for students.
 How satisfied are you that your institution has meet this expectation: This institution has a good reputation within the community.
 How satisfied are you that your institution has meet this expectation: Faculty take into consideration student differences as they teach a course.
 How satisfied are you that your institution has meet this expectation: Major requirements are clear and reasonable.
 How satisfied are you that your institution has meet this expectation: The student handbook provides helpful information about campus life.
 How satisfied are you that your institution has meet this expectation: The quality of instruction I receive in most of my classes is excellent.
 How satisfied are you that your institution has meet this expectation: There is commitment to racial harmony on this campus.
 How satisfied are you that your institution has meet this expectation: Student disciplinary procedures are fair.
 How satisfied are you that your institution has meet this expectation: Tuition paid is a worthwhile investment.
 How satisfied are you that your institution has meet this expectation: There is a good variety of courses on this campus.
 How satisfied are you that your institution has meet this expectation: Channels for expressing student complaints are readily available.
 How satisfied are you that your institution has meet this expectation: On the whole, the campus is well-maintained.
 How satisfied are you that your institution has meet this expectation: Student activities fees are put to good use.

Satisfaction with Campus Services

How satisfied are you that your institution has meet this expectation: Admission staff are knowledgeable.
 How satisfied are you that your institution has meet this expectation: Financial Aid counselors are helpful.
 How satisfied are you that your institution has meet this expectation: Billing policies are reasonable.
 How satisfied are you that your institution has meet this expectation: Financial Aid awards are announced to students in time to be helpful in college planning.
 How satisfied are you that your institution has meet this expectation: Library staff are helpful and approachable.
 How satisfied are you that your institution has meet this expectation: The staff in the health services are competent.
 How satisfied are you that your institution has meet this expectation: Adequate financial aid is available for most students.
 How satisfied are you that your institution has meet this expectation: Library resources and services are adequate.
 How satisfied are you that your institution has meet this expectation: The business office is open during hours which are convenient for most students.
 How satisfied are you that your institution has meet this expectation: Living conditions in the residence hall are comfortable.
 How satisfied are you that your institution has meet this expectation: Tutoring services are readily available.
 How satisfied are you that your institution has meet this expectation: My academic advisor is knowledgeable about requirements in my major.
 How satisfied are you that your institution has meet this expectation: I am able to register for classes I need with few conflicts.
 How satisfied are you that your institution has meet this expectation: Security staff respond quickly in emergencies.
 How satisfied are you that your institution has meet this expectation: There is an adequate selection of food in the cafeteria.
 How satisfied are you that your institution has meet this expectation: Residence Hall regulations are reasonable.
 How satisfied are you that your institution has meet this expectation: Admission counselors accurately portray the campus in their recruiting practices.
 How satisfied are you that your institution has meet this expectation: There is adequate services to help me decide upon a career.
 How satisfied are you that your institution has meet this expectation: Class change (drop/add) policies are reasonable.
 How satisfied are you that your institution has meet this expectation: The student center is a comfortable place for students to spend their leisure time.
 How satisfied are you that your institution has meet this expectation: Adjunct faculty are competent as classroom instructors.
 How satisfied are you that your institution has meet this expectation: New student orientation services help students adjust to college.
 How satisfied are you that your institution has meet this expectation: Nearly all faculty are knowledgeable in their field.

GE Appreciation

Behavioral-Cognitive

Ethical and Responsible Citizenship

Commitment to Service and Volunteerism

Commitment to Peace and Social Justice

Experiences with Personalized Education

How satisfied are you that your institution has meet this expectation: The campus staff are caring and helpful.
How satisfied are you that your institution has meet this expectation: The faculty care about me as an individual.
How satisfied are you that your institution has meet this expectation: My academic advisor is approachable.
How satisfied are you that your institution has meet this expectation: Administrators are approachable to students.
How satisfied are you that your institution has meet this expectation: My academic advisor is concerned about my success as an individual.
How satisfied are you that your institution has meet this expectation: My academic advisor helps me set goals to work towards.
How satisfied are you that your institution has meet this expectation: Counseling staff care about students as individuals.
How satisfied are you that your institution has meet this expectation: Residence hall staff are concerned about me as an individual.
How satisfied are you that your institution has meet this expectation: Bookstore staff are helpful.
How satisfied are you that your institution has meet this expectation: I seldom get the "run around" when seeking information on this campus.
How satisfied are you that your institution has meet this expectation: This institution shows concern for students as individuals.
How satisfied are you that your institution has meet this expectation: Faculty are usually available after class and during office hours.

Experiences with Diversity and Diversity of Thought

Classroom Experiences

Cooperative Learning
Active Learning
Prompt Feedback Loop
Time on Task Emphasized
High Expectations Communicated
Diverse Talents/Ways of Knowing Respected

Out-of Class Experiences/Involvements

Residence Halls
Student Services
Extra-curricular activities
Internships

Curriculum

Major

GE

4-YEAR ASSESSMENT SURVEY SCHEDULE
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ORANGE CAMPUS

4-Year Survey Schedule
CHAPMAN UNIVERSITY (ORANGE CAMPUS)

	2005-2006			2006-2007			2007-2008			2008-2009		
Instrument	Summer 05	Fall 05	Spring 06	Summer 06	Fall 06	Spring 07	Summer 07	Fall 07	Spring 08	Summer 08	Fall 08	Spring 09
Entering Undergraduate Students												
CIRP/HERI Freshmen Survey (SIF)	●			●			●			●		
National Survey of Student Engagement (NSSE)												●
ALL Undergraduate Students												
Chapman's Student Services Satisfaction Survey		●			●			●			●	
Noel-Levitz Student Satisfaction Inventory (SSI)			●						●			
Undergraduate Seniors												
HERI College Student Survey (CSS)			●			●			●			●
National Survey of Student Engagement (NSSE)												●
Graduate Students												
Chapman's Student Services Satisfaction Survey		●			●			●			●	
Noel-Levitz Adult Student Priority Survey (ASPS)			●									
Alumni												
ACT Alumni Outcomes Survey	●											
Non-Returning Students												
ACT Withdrawing/Non-returning Student Survey	●											
Faculty												
HERI Faculty Survey						●						
Staff/Administrators												
Chapman's Satisfaction/Campus Climate Survey (TBD)												
Employers												
Chapman's Employers Survey				●								

● Survey administration (not a new survey to Chapman University)

● Survey administration (new survey to Chapman University)

Revised: 09/20/2005

SUMMARY

While the Chapman values and goals are the primary forces guiding institutional-level assessment and data collection activities at Chapman University, the accreditation process and what we have learned through research on college students and effective assessment also help inform these activities. The sum total of assessment activities and data collection efforts are carried out with the intention of meeting the following few goals:

- Better Serve our Students and the Campus Community
- Demonstrate Institutional Effectiveness
- Satisfy External and Internal Accountability
- Inform Institutional Management and Decision Making
- Create a Culture of Evidence
- Create a university –wide plan for assessment at all levels and in all units (Chapman Plan 3.2.4)