Student Affairs Update

Board of Visitors Meeting

November 29, 2012

Virginia M. Ambler, Vice President

Three-year SAMHSA grant for Mental Health Promotion and Suicide Prevention -- $235,000

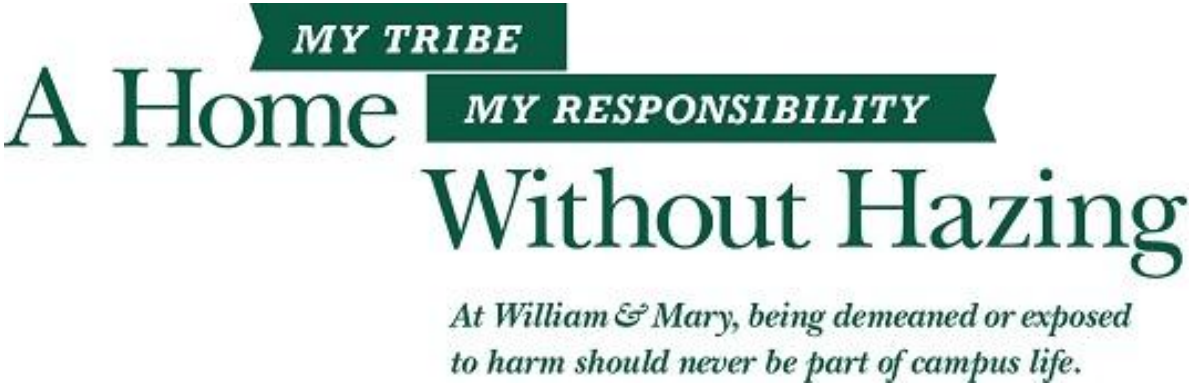
Fraternity Housing and Re-Branding of "The Units"

Business "Boot Camp" for A&S Majors

Student Leadership Development Vice President's Task Force

Hazing Prevention Coalition

(February Preview)



Everything you ever wanted to know about assessment in Student Affairs…*

* *…and never thought to ask*

Jodi Fisler, Ph.D.
Director of Student Affairs Planning & Assessment

November 29, 2012

Definitions

- Assessment:

  gathering and interpreting evidence of effectiveness (Upcraft & Schuh, 1996)

- Outcomes-based assessment:

  systematic, ongoing process of gathering and using information to make improvements

  (Bresciani, Gardner & Hickmott, 2009)

Why Assess?

- Improve quality of student services
- Guide strategic planning
- Analyze cost effectiveness
- Justify student programs and services
- Assist in accreditation
- Guide decision-making, policy, practices

Types of Assessment

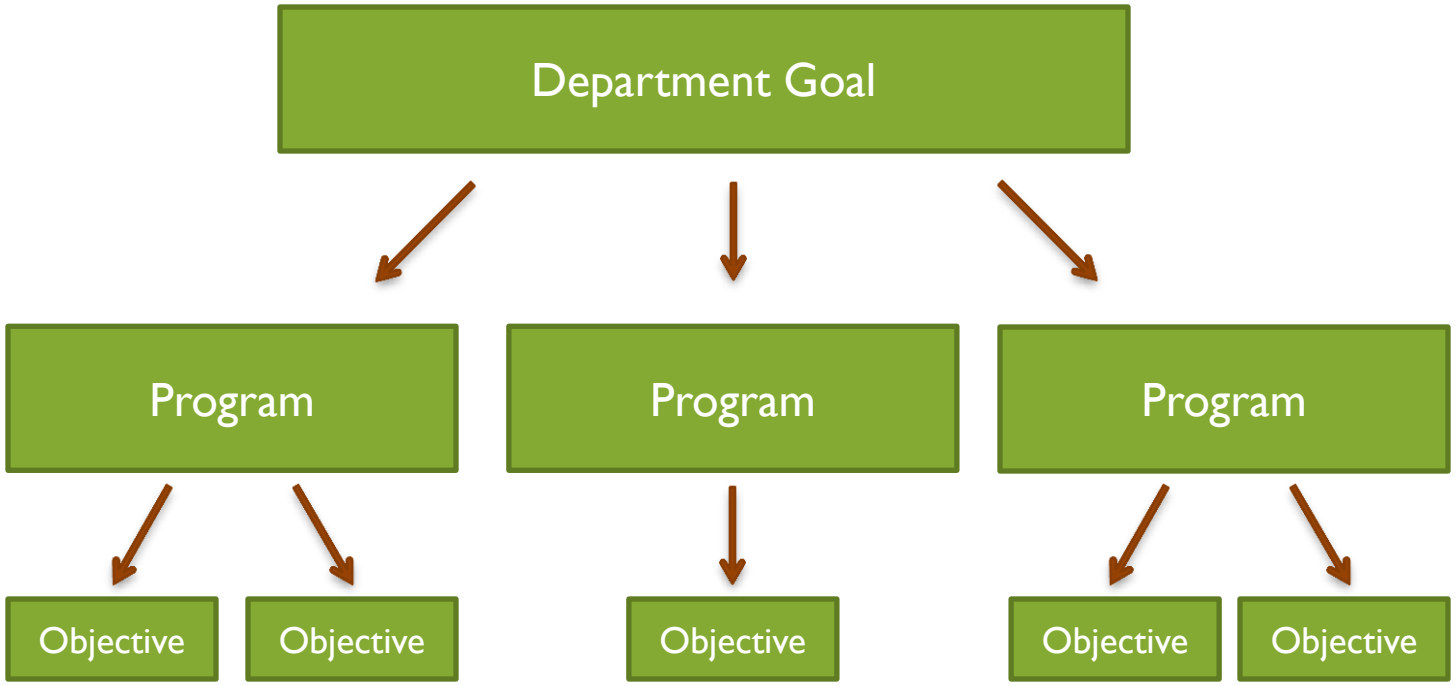
- Tracking
- Needs
- Satisfaction
- Cultures and environments
- Outcomes
- Benchmarking
- National/Professional standards (e.g., CAS)

Source: Upcraft & Schuh, 1996

How Do We Assess?

- **Departmental and Program-Level**
  - Outcomes-based
  - Tracking
  - Satisfaction
- **Division-Level**
  - Benchmarking
  - Campus cultures & environment
  - Satisfaction

Department-Level Planning



Student Affairs Assessment Matrix

Department/Unit:	Date:
Department/Unit Mission:	
Department/Unit Goals (3-5 suggested):	**Report Year**

Goal #	Experience, Activity, or Initiative (relates to goal in column 1)	Anticipated Outcomes (student learning or development, operational, program effectiveness)	Assessment strategies/methods	Actual outcomes

Summary assessment of goal(s) and decisions/revisions made related to that goal:

Note: Tie decisions specifically to assessment results, where appropriate; describe other factors that may have contributed to decisions (e.g., staff perceptions, trends in the field, unexpected circumstances).

Cohen Career Center

Mission

- As partners in the educational process, we will provide students and alumni with comprehensive programs, services and resources that build competence, confidence and the ability to manage lifelong career development

Cohen Career Center

Goal

- Develop students' and alumni career awareness and readiness, and promote professional development

Programs

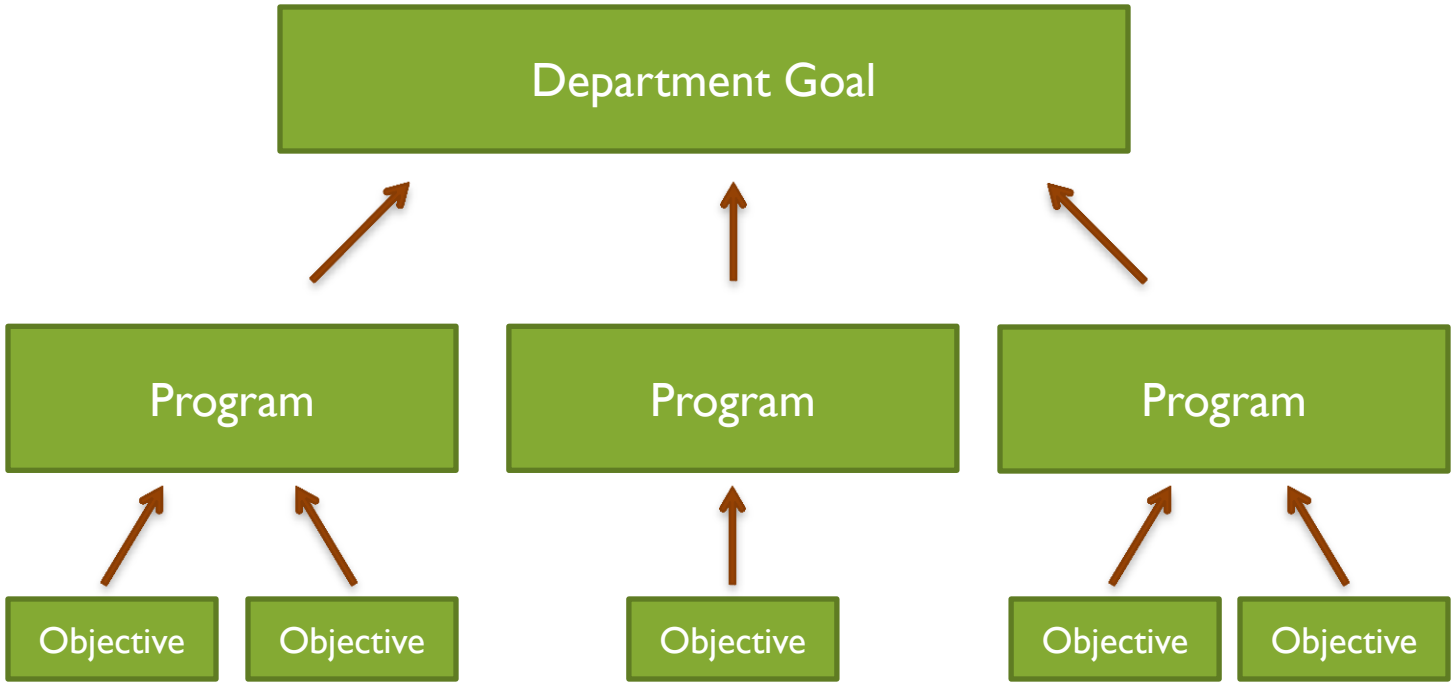
- Compass program
- Career exploration trips
- Mock interviews
- Career fairs & symposia
- Local internship program

Career Center - Compass Program

2011-12 Objectives/Desired Outcomes (inaugural year)

- 25% of freshmen and sophomores will attend at least one Compass program session
  - 17% actually did
- Majority of participants will report increased awareness of careers and resources, and increased confidence in career direction
  - 87% reported greater awareness of career options and resources
  - 58% indicated increase in career confidence
  - 64% reported feeling optimistic about their career search

Assessment


Department Goal
Program
Program
Program
Objective
Objective
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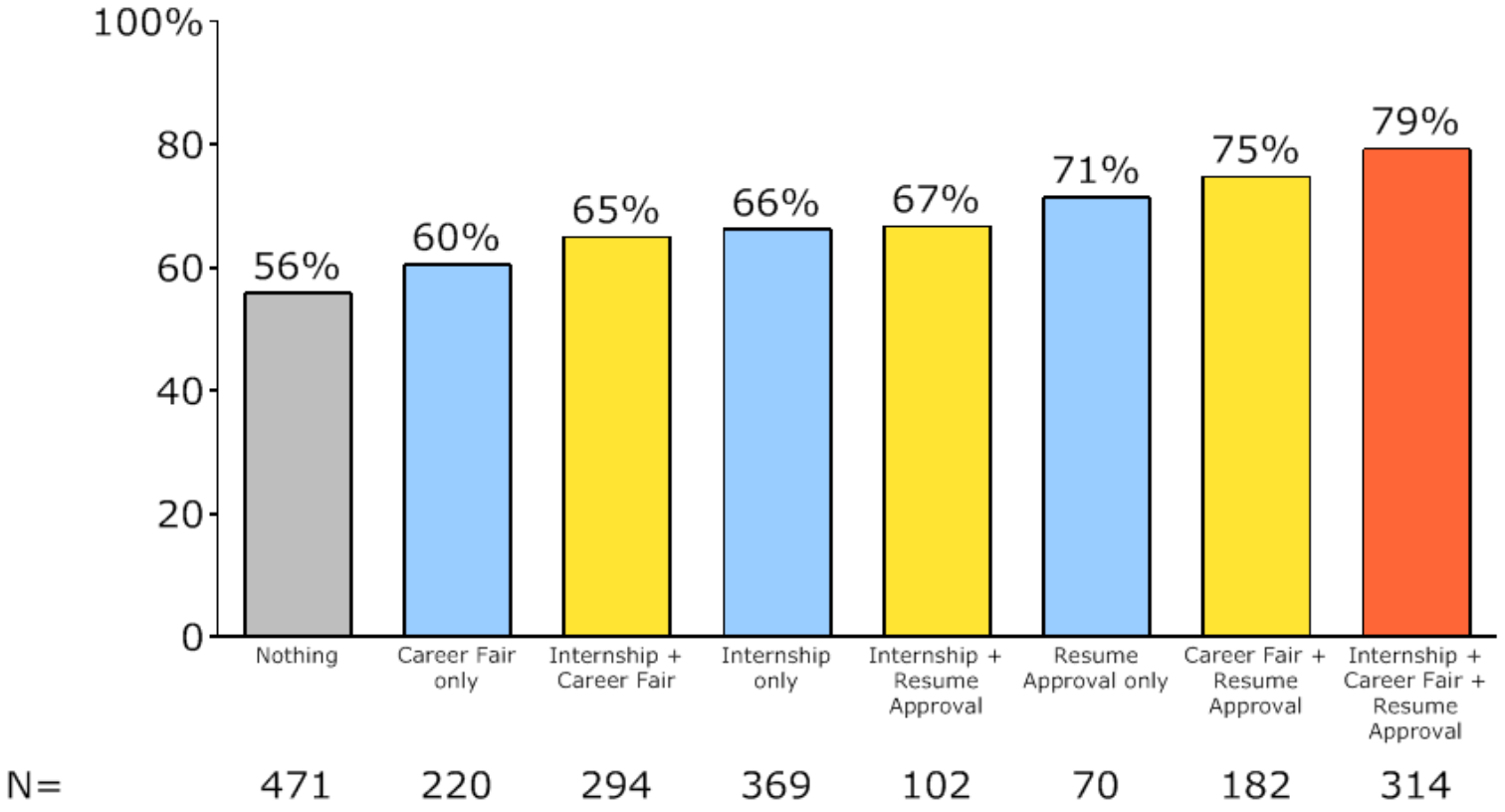
Objective

Cohen Career Center

Senior job seekers employed at time of survey, by type of career actions taken

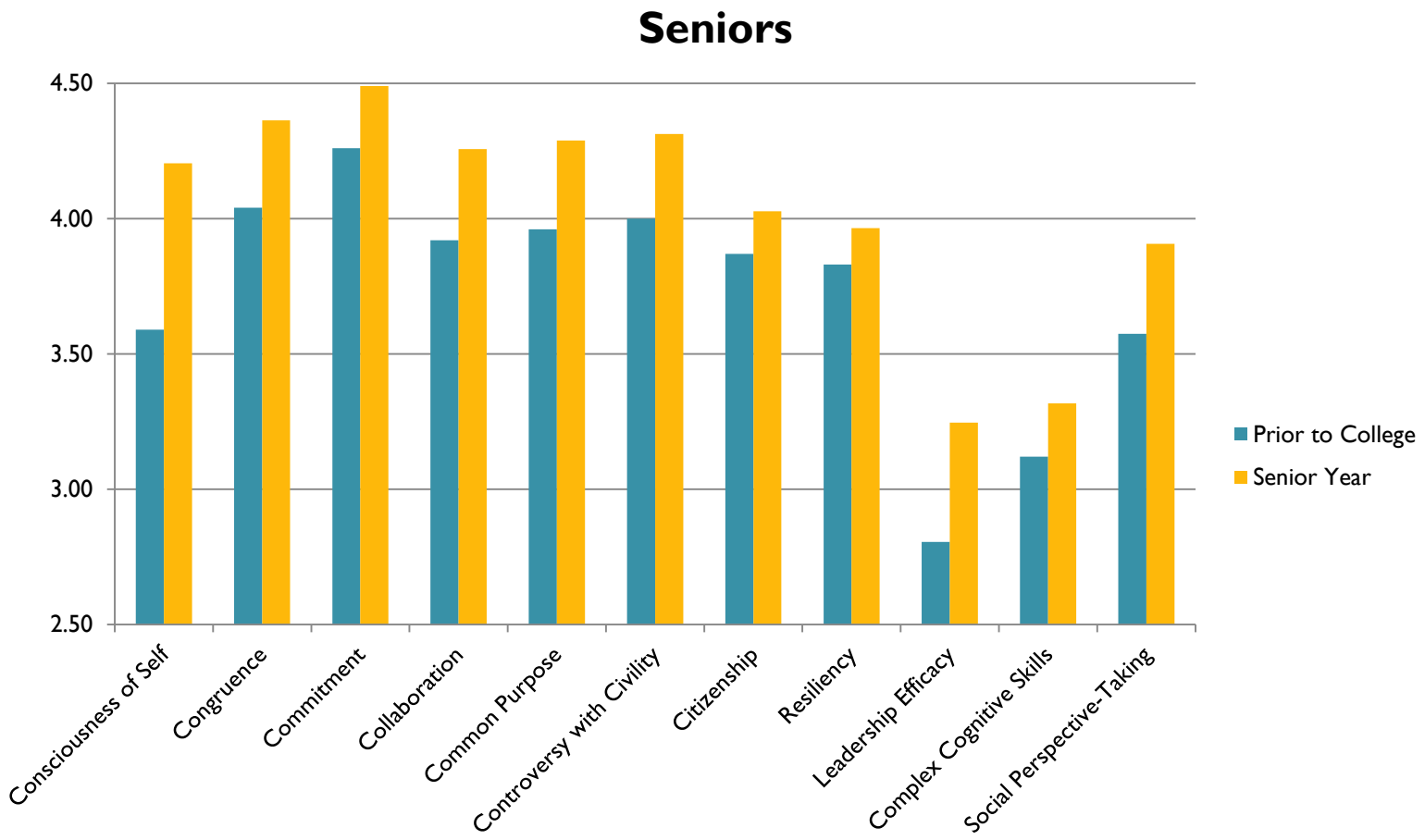


Source: Senior Survey data, 2007-2010

Division-Level Planning: 360° Education

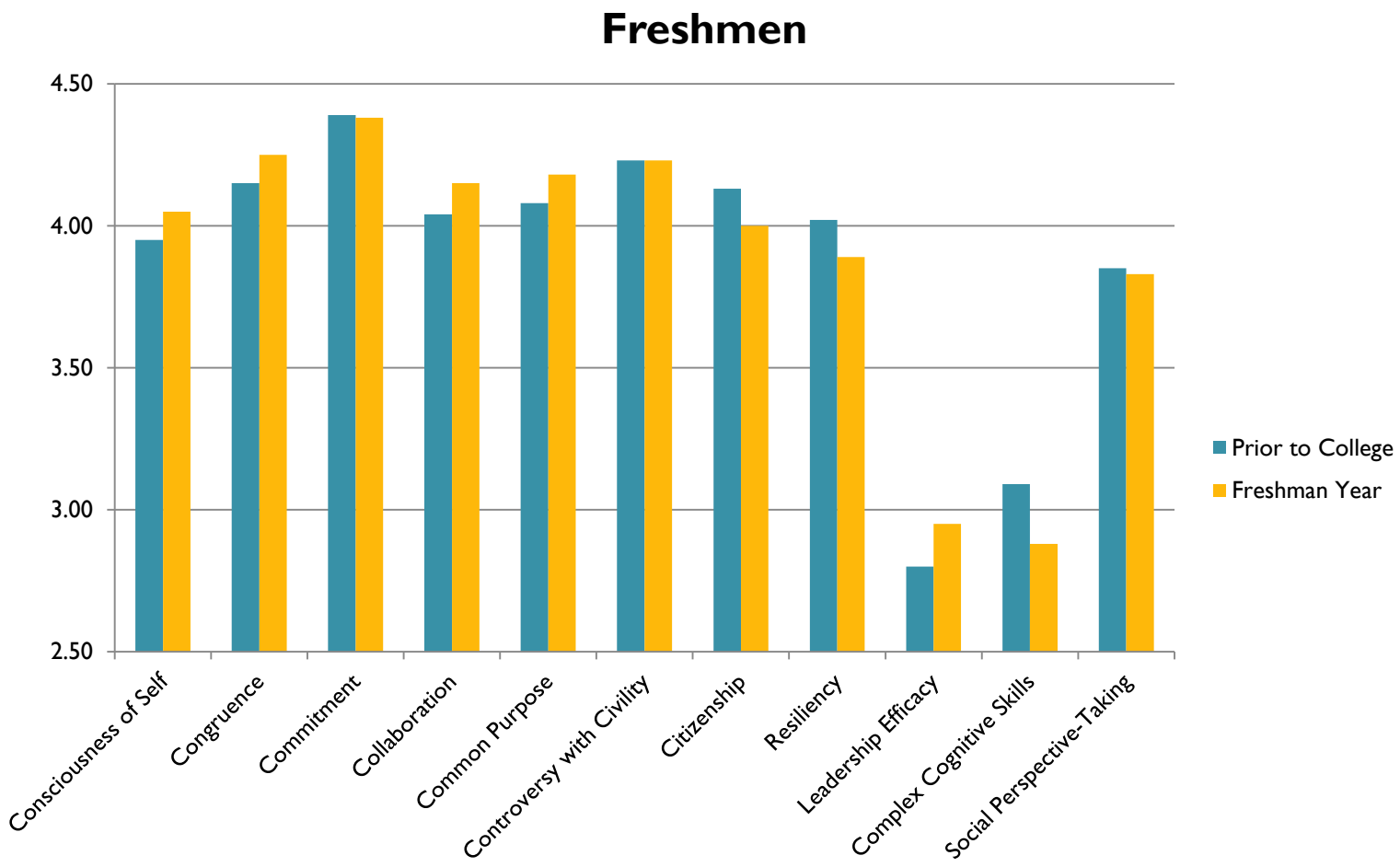
Division-Level Planning

Leadership Development



Source: Multi-institutional Study of Leadership, Spring, 2012

Leadership Development



Source: Multi-institutional Study of Leadership, Spring, 2012

Resiliency

Who is Resilient?

- Students who spend "much of the time" involved
- Those who have held leadership positions
- Involvement in:
  - Campus-wide programming
  - Club sports, IM and recreational activities
  - Student governance
  - Community engagement
  - Socio-cultural discussions

What Affects Resiliency?

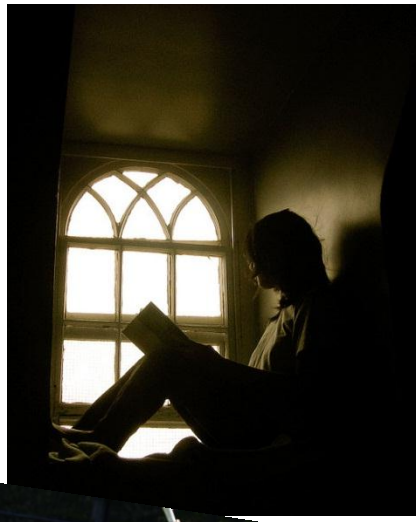
- A sense of belonging
- Mentorship by faculty or student affairs staff
- Formal leadership training
- Studying abroad
- Research with a faculty member

Source: Multi-institutional Study of Leadership, Spring, 2012

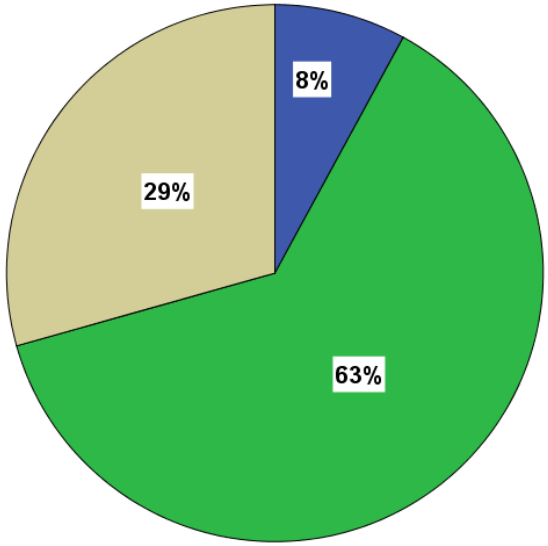
Division-Level Planning: 360° Education

Well-being/PERMA

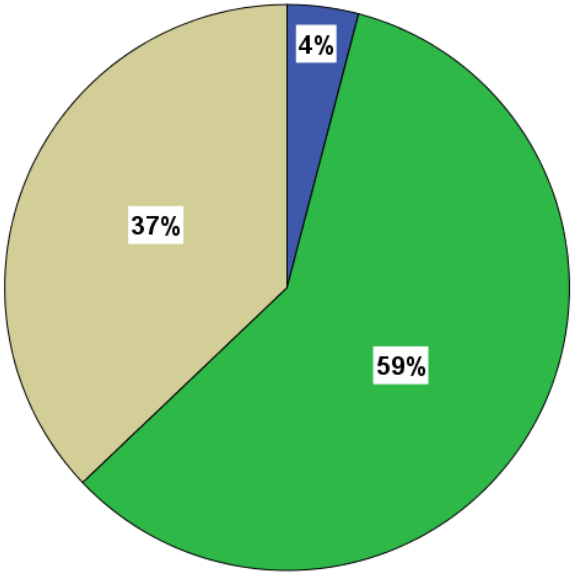
- Positive Emotion
- Engagement ("Flow")
- Relationships
- Meaning
- Achievement



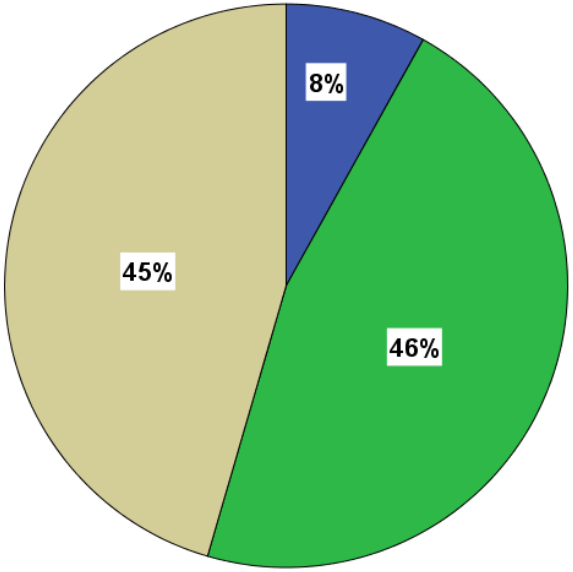
Positive Emotion



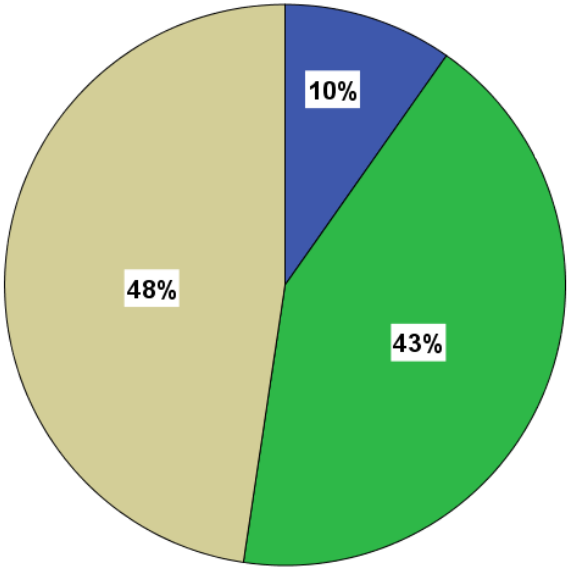
Engagement ("Flow")



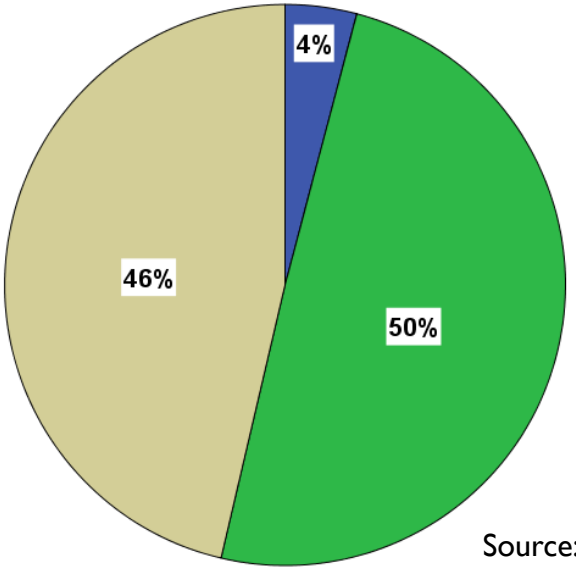
Relationships

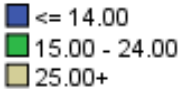


Meaning



Achievement





Source: Well-being Survey, Fall 2012

Division-Level Planning: 360° Education

Community/Residence Life

Good:

Safety and Security

Fellow residents are respectful

Sense of community

Needs work:

Personal interactions

Room Change / Assignments

Room / floor environment

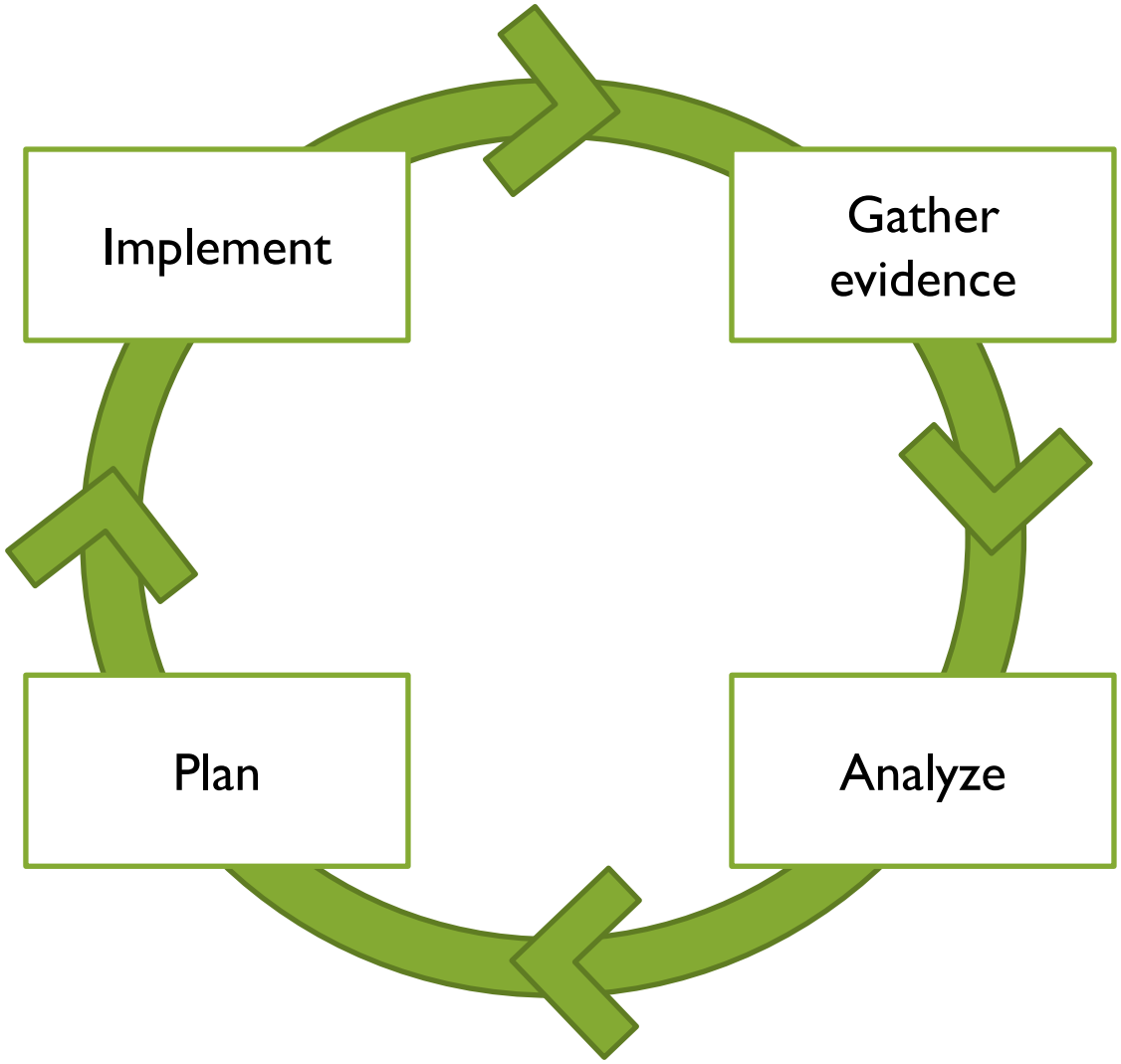
Concern:

Dining Services

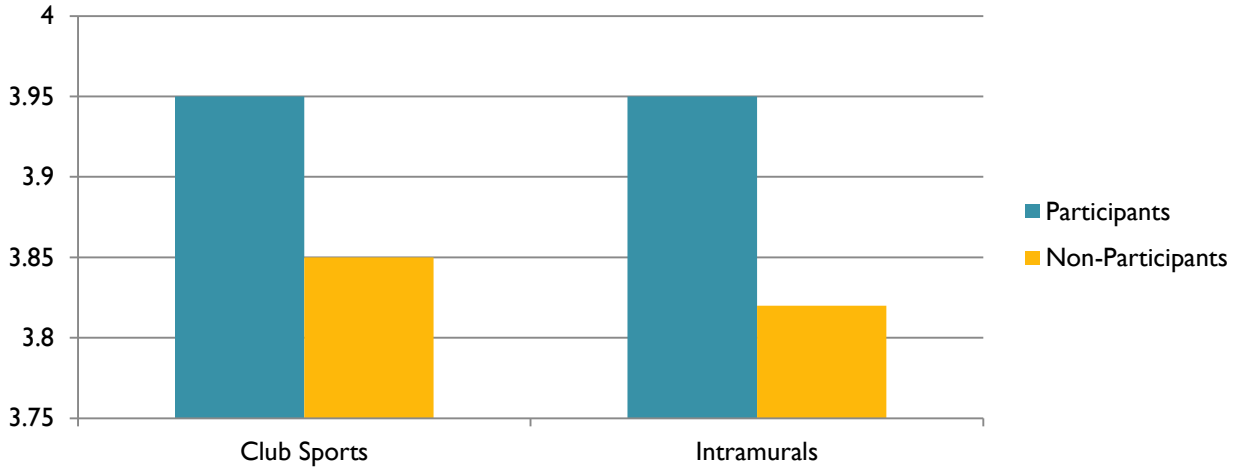
Manage Time, Study, Solve Problems

Source: EBI Resident Assessment, Spring 2012

Assessment in Decision-Making

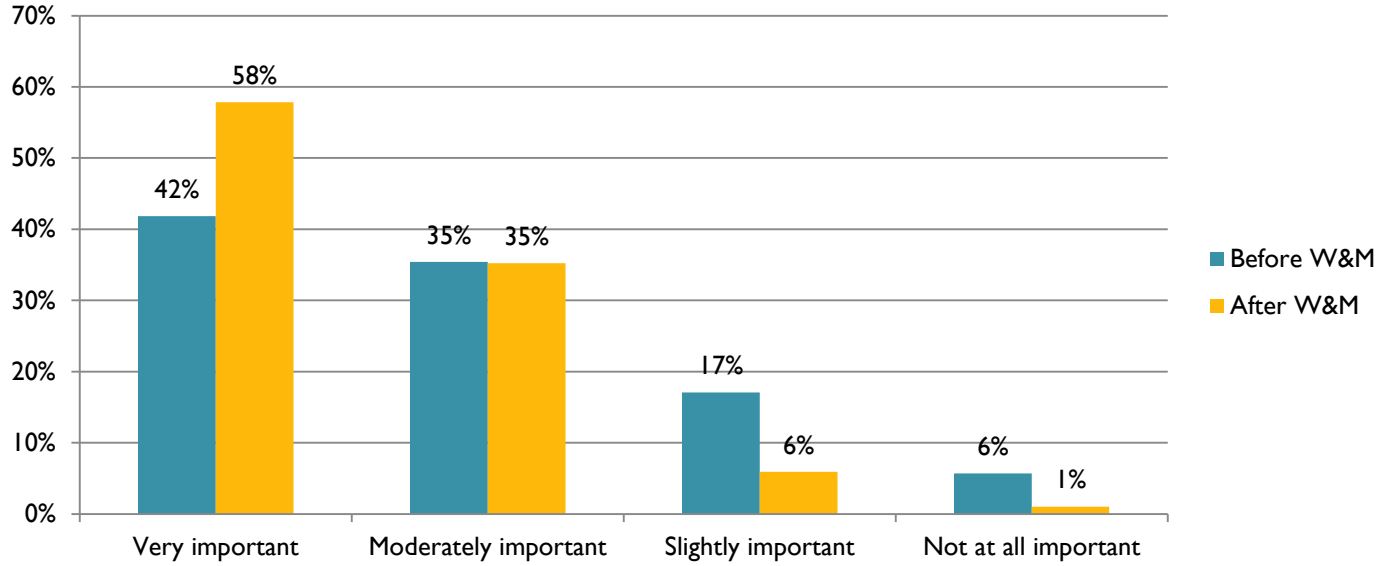


Resiliency



Source: Multi-institutional Study of Leadership, Spring 2012

Importance of maintaining a healthy lifestyle



Source: Campus Recreation Benchmarking Survey, Fall 2012