

## **Assessment**

*Compiled by Gerri Sullivan, Director of Counseling and Career Services, and Coordinator of ASL for Student Affairs*

**Ursuline College  
ANNUAL REPORT  
for the 2010-2011  
Assessment of Student Learning  
at the Program Level  
Submit June 15**

*Please complete and submit this document to your Dean by June 15 annually.*

*The intention of this document is to report findings and results of your ASL activities as indicated in your Annual Plan.*

**Program Area: Division of Student Affairs**

**Academic Year: 2010-2011**

**1. Specify the ASL activity/activities conducted during this academic year.**

*What were you assessing? What were the major assessment actions (such as products, processes, course(s) assignment(s), etc...) for the program area? (e.g., What was/were The Big A or Big A's—What was be examined?*

**A. Student Retention**

**Athletics – exit interviews were conducted with departing athletes – both graduating seniors and those students leaving athletics – some were leaving the college – others were staying at the college but leaving athletics. The interviews were conducted by a neutral party outside of athletics**

**B. Student Learning**

**Counseling and Career Services developed learning outcomes and is in the process of developing rubrics with which to measure them**

**Student Leadership, Development and Orientation created a survey for student completion that measured learning that took place by the Founders Week Executive Committee**

**C. Student Satisfaction/Involvement**

**Student Activities conducted a survey of students to determine their reasons for involvement in campus activities (or lack thereof) and to find out areas of interest for future programming.**

**Campus Ministry evaluated the spirituality workshop held during orientation as to its value to student participants.**

**D. Student leadership**

**Residence Life – a separate survey and rubric was developed to measure the leadership development skills of Ursuline College residence assistants.**

**E. Cultural awareness**

**Multicultural affairs conducted year #2 of a pre-test/post-test study on the cultural awareness of incoming first year students**

**2. Against which program area goals were these major assessment products/processes being assessed?**

**The outcomes of an Ursuline education**

**Interact Socially – Student Development, Leadership and Orientation; Student Activities; Residence Life; Athletics**

**Communicate Effectively – All areas of Student Affairs**

**Analyze and Synthesize – Student, Leadership, Development and Orientation; Counseling and Career Services;**

**Solve Problems – Athletics; Counseling and Career Services; Student Leadership, Development and Orientation**

**Make Decisions Based on Values – Athletics; Campus Ministry**

**3. What criteria were used to assess the achievement of goals (#2) as demonstrated by the assessment products/processes (#1)?**

**Quantitative? Rubrics?**

**Athletics – the survey instrument involves mixed methods – a Likert scale is used to gather information – then open-ended questions are asked to gather additional information that would be helpful to the program in future recruiting efforts**

**Campus Ministry – the instrument is simple and quantitative in nature – changes to the delivery method of the Spirituality workshop are made based on the student feedback**

**Counseling and Career Services – now that the actual learning outcomes have been developed – rubrics and benchmarks will be used to measure the learning that takes place**

**Multicultural Affairs – a quantitatively-based survey is distributed to new students during the Respect for the Individual Session during Orientation – and re-distributed to members of the same group during the spring to measure possible differences.**

**Residence Life – rubrics were developed to measure the leadership development of members of the residence assistant staff and benchmarks established to quantify the learning.**

**Student Activities – a simple quantitatively based survey was distributed to students via survey monkey to determine student involvement on campus and areas of interest for future programming**

**Student Leadership, Development and Orientation – Learning outcomes rubrics have been developed and student learning is measured based on the student responses to the survey they receive at the end of the experience**

- 4. If not all program completers were assessed, identify which students were studied using the major assessment product/processes (#1).**
  
- 5. What assessment timetable was in place to complete this plan?**  
**The 2010-2011 academic year**
  
- 6. What are the results of this/these ASL activity/activities?**
  - A. Athletics – Increased awareness of the reasons students leave the program**
  - B. Campus Ministry – Program changes in the delivery of the spirituality workshop**
  - C. Counseling and Career Services – the need for rubric measures for learning outcomes**
  - D. Multicultural Affairs – Information to support improved programming for cultural awareness**
  - E. Residence Life – improvements to training and preparation of RAs**
  - F. Student Activities – creation of programming to align with the expected outcomes of an Ursuline College education**
  - G. Student Leadership, Development and Orientation – information is analyzed and shared with the new executive committee to enhance future learning and leadership development**
  
- 7. What program changes, if any, will be proposed as a result of the assessment process results? Who will be responsible for implementation? What will the timeline be?**

<b>Proposed Changes</b>	<b>Timeline</b>	<b>Responsible Party(ies)</b>
<b>Rubric development</b>	<b>August-December 2011</b>	<b>Gerri Sullivan Amy Lechko</b>
<b>Programming changes</b>	<b>September 2011-May 2012</b>	<b>Joann Piotrkowski Tina Roan Lining Tiffany Wallace</b>
<b>Training and Development Improvements</b>	<b>August 2011-May 2012</b>	<b>Amy Lechko Claudine Grunenwald Kirschner</b>

<b>Recruiting strategies-athletic program changes deemed necessary</b>	<b>August 2011-May 2012</b>	<b>Cindy McKnight</b>
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**8. Please provide any additional comments or more information here.**

Your program level ASL plan for the next academic year should be submitted to your Dean by September 15.

**9. Do you need additional resources for your upcoming assessment activities or to implement proposed changes (if noted in the above table)?** If yes, your resource request should be submitted to your dean September 15.

**Ursuline College**  
**Assessment of Student Learning at the Program Level**  
**Cyclical Process**

*Timetable*

June 15-August 15  
Annual ASL Report from  
Deans to Coordinator  
Headlines  
Findings  
Plans

September 15  
Annual Assessment Plan  
Programs to Deans  
What will we assess?  
How will we do it?  
What resources do we  
need?

Coordinator to VPAA  
Monthly Reports

June 15  
Annual Assessment Report  
Programs to Deans  
What did we find?  
Next steps...

