

Assessment

Report compiled by Gerri Jenkins, Director of Counseling and Career Services, and Coordinator of ASL for Student Affairs and submitted to Deanne Hurley, Vice President for Student Affairs

Ursuline College
ANNUAL REPORT
for the 2011-2012
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 – continuing exit interviews 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. This format is providing the information required by the NCAA and will continue to be used.

B. Student Learning

Counseling and Career Services tweaked expected learning outcomes and is gathering rubrics evaluating resumes; cover letters; interviewing and workplace interaction for measurement

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. Programming was developed (Family Fun Fest) in response to the results

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

Residence Life – the annual Residence Life survey was designed to evaluate the programming needs of students in terms of providing services with budget constraints.

E. Cultural awareness

Multicultural affairs conducted year #3 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 Activities; Residence Life; Athletics

Communicate Effectively – All areas of Student Affairs

Analyze and Synthesize –Counseling and Career Services;

Solve Problems – Athletics; Counseling and Career Services;

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 continuous improvement efforts and alignment with the NCAA.

Campus Ministry – the instrument is simple and quantitative in nature

Counseling and Career Services – continue to tweak actual learning outcomes – continuing to develop the appropriate rubrics. Models have been obtained from the National Association of Colleges and Employers as well as the Cooperative Education and Internship Association (which has work site rubrics) for adaptation to Ursuline College.

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. Due to a much lower response rate, (23%) for the post-test, changes will be made in delivery and evaluation will take place after every program in which cultural awareness is a focus. This will begin with the “Respect for the Individual” session at New Student Orientation. The same instrument will be used throughout the academic year.

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

- 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 2011-2012 academic year
6. **What are the results of this/these ASL activity/activities?**
- A. Athletics – Increased awareness of the reasons students leave the program – alignment with NCAA requirements**
 - B. Campus Ministry – 94% of student participants in Spirituality workshop would recommend to others – 66% said they would continue to use one of the activities (guided imagery; cups; clay) in their spiritual life**
 - C. Counseling and Career Services – the need for comprehensive rubric measures for learning outcomes**
 - D. Multicultural Affairs – Learning that the pre-test/post-test method did not work – (only 23% return on the post-test) – changes will be made to get the same information throughout the academic year**
 - E. Residence Life – student desire for more programming efforts – satisfaction with shuttle service – how to program for next year without a budget increase**
 - F. Student Activities – 29% of student respondents self-identified as being active in student organizations – a gap was seen in programming for non-traditional students and families. Family Fun Fest was developed and is planned to be held again.**
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?**

Proposed Changes	Timeline	Responsible Party(ies)
Rubric development	August 2012-May 2013	Gerri Jenkins
Programming changes	August 2012-May 2013	Joann Piotrkowski Tina Roan Lining Tiffany Wallace Amy Lechko
Recruiting strategies-aligning with NCAA	August 2012-May 2013	Cindy McKnight

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...

