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

Ursuline College
ANNUAL REPORT
for the 2012-2013
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: 2012-2013

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 – 13 graduating seniors and two students leaving athletics – both transferring out of the college and not planning to participate in athletics in the new institutions. The interviews were conducted by a neutral party within the retention area outside of athletics. Two separate questionnaires are used for the separate groups. 92% of the graduating students reported that their overall Ursuline athletic and academic experience was Good, Very Good or Excellent. 84.6% ranked their social experiences as Good, Very Good or Excellent.

   B. Student Learning

      Counseling and Career Services is matching the percentage of students who reported that they were working at graduation with those who actually used the office. Expected learning outcomes are being evaluated and artifacts are being gathered to support student achievement of the learning outcomes.

   C. Student Satisfaction/Involvement

      A Student Involvement Survey was sent electronically to all Ursuline students. Graduating seniors were asked to complete the survey and their name would be entered into a drawing to win a $50 gas card. We obtained 80 responses from the Student Involvement Survey. Based on survey findings, 68.1% of students are not involved in a student organization. Many of the students who completed the survey are commuter students (94.4%). Most completing the survey were of nontraditional age (56%) but full time student status (78.9%). A high majority of respondents indicated that their outside
commitments keep them from being involved in student organizations and activities (work, family). Another common response students cited as preventing their on-campus involvement is the notion that they are commuter or UCAP students and programs are perceived to be geared towards traditional, residential students. In terms of coming to specific events or activities, many students indicated they just did not have the time to come back to campus or the rigor of their particular program (UCAP or nursing) does not allow much spare time. The first Family Fun Festival was held early in Fall Semester 2012 to address concerns. More than 400 people attended. The Office of Student Activities will continue to implement programs that are family friendly to help increase adult programmatic efforts.

Campus Ministry began the process of being able to assess programming around the concept of Table Ministry. Several times during the academic year, the Office of Campus Ministry sponsors the following programs: Dinner with the Sisters (once per semester), Mrs. P’s Family Dinner (two per semester) and the Turning 21 Dinner (once per semester). This academic year was devoted to developing an assessable structure in which students will be able to connect the simple act of eating dinner with the blessings of participation at the table of the Lord, regardless of denomination.

Residence Life – This year Residence Life evaluated the professional competencies of the Resident Assistants. They completed a pre-test through completion of a Self-Assessment Instrument of their Professional Competencies and then were observed carrying out their duties and demonstrating the competencies by the Acting Vice President of Student Affairs, Acting Director of Residence Life and the Graduate Assistant. They were evaluated and received feedback at the end of the Fall Semester, December 2012. They were then evaluated within the general Residence Life Survey and completed a post-test Self-Assessment using the same instrument.

D. Cultural awareness

The Office of Multicultural Affairs conducted a campus-wide climate survey containing 102 questions and was designed for respondents to provide information about their personal experiences with regard to climate issues and work-life experiences, their perceptions of the campus climate and their perceptions of institutional actions on campus. All members of the campus community were invited to participate.

Five hundred sixty-three surveys were returned for a 44% response rate. Of those, 31% were students, 90% staff/administration and 85% faculty. The survey results will be used to help Ursuline in developing recommendations for inclusion and to assist all areas of the campus in focusing their efforts to make the campus inclusive and welcoming for all.

Summary:
Campus climate for diversity is not only a function of one’s personal experiences but also is influenced by the perceptions of how the campus community treats all of its members. The majority of respondents indicated that they were “comfortable” or “very comfortable” with the climate for diversity at Ursuline, the climate in their college/unit, and the climate in their department. Respondents from underrepresented groups were somewhat less likely to feel comfortable than majority
respondents. While some respondents believed they had experienced conduct that interfered with their ability to work or learn on campus (23% of respondents), many people (20% of respondents) believed they had witnessed conduct on campus that they felt created an offensive, hostile, or intimidating working or learning environment. Additionally, the analyses revealed that the various faculty and staff groups at times felt differently about the degree to which the institution and their colleagues support their employment and well-being.

Areas of concern identified:

- Sixty-seven percent of Respondents of Color “seriously considered” leaving Ursuline as compared to 33% of “White” or “other racial identity” respondents
- Racial tension between students of different backgrounds
- Racial tension between students and faculty
- Staff feel disenfranchised (because of the lack of voice)
- Males feel disparities in their treatment
- Those with disability status feel disparities in their treatment

Eleven Focus Groups were convened at which 71 people participated from College Executives through faculty, administrators, staff and students. The following recommendations emerged and were approved by President’s Council

- “Diversity Training”/Professional Development for Inclusion and Equity for all groups on campus.
- Respect, Confidentiality, and Follow through on inclusion equity concerns. Another source to report I/E concerns (Assistant Dean of Inclusion, Equity and Multicultural Affairs) and avenue for staff voice.
- Develop Inclusion Equity Plans for each campus department.

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; Residence Life
- 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 has not changed – it uses both a Likert scale as well as open-ended questions. The information gathered is reported out to the Advisory Board and College
Executives and used in improving the overall program, including student recruitment, personnel decisions and informing policies.

Campus Ministry – the instrument will be simple featuring both quantitative questions and opportunities for students to answer open ended questions.

Counseling and Career Services – using pre and post qualitative measures of gathering the resumes and cover letters students bring for their first visit and collecting the documents developed following staff interaction. Additionally, efforts are underway to determine if there is a statistical impact on whether or not graduates who used the office are more likely to be employed at graduation than those who did not.

Multicultural Affairs – The Climate Survey (details above) was disseminated online. There were Likert Scale questions as well as open ended questions allowing for individual input.

Residence Life – Pre-and Post-test self assessments on Professional Competencies as well as direct observation.

Student Activities – a simple quantitatively based survey was distributed to students online 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 2012-2013 academic year

6. What are the results of this/these ASL activity/activities?
   A. Athletics – Awareness of the student satisfaction and feedback with Ursuline and Athletics decisions made as a result of the information provided.
   B. Campus Ministry – Connection between the dinner table and the Lord’s table
   C. Counseling and Career Services – the level of impact that students experience as a result of interaction and assistance with the job search process.
   D. Multicultural Affairs – Understanding the racial climate of the institution and identifying potential changes
   E. Residence Life – evaluating Residence Assistants as to the possession of professional competencies prior to beginning their roles and the level of learning that takes place during the course of an academic year.
   F. Student Activities – Family Fun Fest, which was developed to address the concerns shared in the survey. 400 people were in attendance and further family centered programming will be developed by Student Activities to engage and welcome all students.
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?

<table>
<thead>
<tr>
<th>Proposed Changes</th>
<th>Timeline</th>
<th>Responsible Party(ies)</th>
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<tbody>
<tr>
<td>Multicultural Affairs changed to Inclusion, Equity and Multicultural Affairs</td>
<td>August 2013</td>
<td>Sr. Diana Stano and President’s Council</td>
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<tr>
<td>Change of title to Assistant Dean</td>
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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…