Summary of Assessment Report: Student Development and Campus Life

2007-2008

Office of Student Activities Assessment Report Summary for 2007-08

The Office of Student Activities assessed the outcome Working Effectively within the Student Union Board, Student Government Association and the Leadership Retreat participants. Components include collaborate with others, work independently, and delegate responsibility.

Student Activities staff administered the Student Leader Pre-test Post-test during the beginning of the fall semester and the end of the spring semester to Student Union Board and Student Government Association members. Participants increased in all areas measured with the exception of Student Union Board members in the area of motivating others. There was a small decrease in mean score from 4.3 to 4.2.

Student Activities staff administered a pre-test post-test during the beginning of the leadership retreat, at end of the weekend retreat (October) and again in January. From pre-test to post-test, students increased mean scores in all areas measured. Also, from post-test to post post-test, students increased slightly or remained the same in all areas. In January, students gave examples of involvement on campus since attending the leadership retreat. Examples include joining new clubs/organizations, planning campus events, and taking leadership positions within organizations or on campus.

Office of Career Services Assessment Report Summary for 2007-08

The Office of Career Services assessed the outcome Establishing Relationships within the Community and surveyed the Nursing Career Fair participants. Among questions related to the event, students were asked if they thought there were a good number of employers/recruiters who attended the event. 99 out of the 110 people surveyed indicated that they agreed or strongly agreed that there was a good number of employers/recruiters who attended the event. Also, 31 participants indicated they were able to speak with at least 5 recruiters during the event.

2006-2007

Mission of Student Development and Campus Life:

Student Development and Campus Life is dedicated to the personal and professional growth and development of the students of Indiana University Kokomo. Our department is committed to
complementing the mission and commitments of IU Kokomo. Educational attainment is done by creating out-of-class practical learning opportunities for students.

Offices that collaborated in creating this assessment plan include the Office of Student Activities, the Office of Campus Climate and the Office of Career Services. As professionals, each member of the student development team will:

Provide excellent support services that remove barriers to personal development, student learning and student matriculation.

Challenge and support students in the process of student development.

Develop a challenging and comprehensive co-curriculum.

Assist students in the development of leadership skills in preparation for life-long service.

Promote an understanding and appreciation of diversity.

Our department assessment plans includes 3 goal statements. They are:

Fostering students’ personal growth and development.

Fostering an enriched campus community.

Linking campus and community.

For the 2006-07 assessment plan, the offices of Student Activities and Campus Climate evaluated goal statement #1: Fostering students’ personal growth and development. Student Activities assessed outcome A: Students will work effectively, while Campus Climate assessed outcome C: Students will value diversity. Career Services evaluated Goal #3 of: Linking campus and community with the specific outcome C: Students will document specific work skills, knowledge & accomplishments.

**Office of Student Activities 2006-07 Plan**

Student Activities administered a survey to students participating in Student Government, Student Union Board and Student Leaders for Service* about programs & services during the 2006-2007 academic year. Assess specifically Outcome A “Working Effectively”. We will specifically ask students if their involvement in activities led to improvements in the area of:

a. Collaborating with others

b. Working independently

c. Motivating others
d. Delegating responsibility.

The hope was to complete a pre and post test to students and evaluate scores as a group instead of individually; this will be a self-report and will provide us indirect data.

The benchmark for this assessment is hoping to prove that involvement in Student Union Board or Student Senate enhanced 85% of the surveyed student’s learning outcomes in the targeted areas.

In reviewing the assessment results, it appears that the programs we are sponsoring are providing students with valuable learning experiences and achieving success in the area of students will “work effectively”. We found from examining the rest of the assessment data, not covered by the assessment plan that we need to work with the participants on other areas such as managing finances and stress management.

**Office of Campus Climate 2006-07 Plan**

Campus Climate planned to measure Outcome C of “Students will value diversity” using a survey method. This assessment was done through students participating in the Multicultural Student Organization Cultural Focus Discussion Forums during the 2006-2007 academic year. Students were specifically asked if their involvement in the Focus Discussions led to improvements in the areas of:

a. Self-aware of their own identity

b. Respect for differences

c. Seek opportunities to interact with people different from themselves

d. Willingness to learn about issues of diversity.

The benchmarks(s) specified in the plan is to enhance 100% of the surveyed student’s learning outcomes in the targeted areas.

Three forums took place aimed toward increasing their knowledge range with regard to issues of diversity.

The benchmarks were not met in all three forums. It was determined that the survey used was really an evaluation of the programs and not of the student’s knowledge range. The plan is to work with Director of Campus Assessment to develop a more effective survey instrument.

**Office of Career Services 2006-07 Plan**

The Office of Career Services will conduct a “New Professionals Conference” that will include an etiquette dinner and two breakout sessions that will concentrate on the professional development
topics of: Successful Interviewing and Salary Negotiation. Outcome assessed is Work Skills, Knowledge and Accomplishments which is an outcome of the goal Linking Campus to Community. The components include:

a. articulating clear description of skills
b. utilizing concise language
c. use appropriate format or forum

The benchmark, although NOT specified in the revised plan is to enhance 85% of those students who turned in an evaluation, learning outcomes in the targeted areas. The outcome has been adjusted slightly for this activity to focus on etiquette skills that should be used in a work or professional setting, rather than the work skills themselves. The benchmark was met.

61% of attendees felt an average to above average (listed as 2, 3, or 4 on the scale) knowledge base prior to the etiquette dinner.

100% of attendees felt an above average to excellent (listed as 4 or 5 on the scale) knowledge base after the dinner.

2005-2006

The mission of Student Development and Campus Life (SDCL) is dedicated to the personal and professional growth and development of the students of Indiana University Kokomo. Our department is committed to complimenting the mission and commitments of IU Kokomo. Three of the offices that make up Student Development and Campus Life department are involved in the assessment process. Those offices are Student Activities, Campus Climate, and Career Services.

Our department assessment plans includes 3 goal statements. They are:

Fostering students’ personal growth and development.

Fostering an enriched campus community.

Linking campus and community.

For the 2005-06 academic year, each of the departments chose goal statement #1 to assess. Each of the goals includes a number of outcome and component statements. We all chose different outcomes within the same goal.
**Student Activities**

Student Activities planned to assess those students involved in Student Government, Student Union Board, and Student Leaders for Service. This was done by administering a survey to measure Outcome A of “Students will work effectively.” Specifically, students were asked if their involvement in activities led to improvements in the component areas of:

- collaborating with others
- working independently
- motivating others
- delegating responsibility

The plan included a benchmark of enhancing 85% of the surveyed student’s learning outcomes in the targeted areas.

The students who were surveyed participated in a variety of activities that were all aimed toward improving their abilities in the above listed 4 areas. All were able to increase their confidence level in each of the measured areas except one. Although 74% of the participants had a high confidence level in their ability to work independently (component b), it did not meet the hoped for 85% level. The other 3 levels being measured met the benchmark that was set.

**Campus Climate**

Campus Climate planned to measure Outcome C of “Students will value diversity” using a survey method. This assessment was done through a number of forums that were used to evaluate students on:

- self actualization
- respect for differences
- their desire to seek interaction from diverse people
- willingness to learn about issues of diversity

The benchmark was for 100% of the participating students to exceed the expectations the staff set forth in these areas.

The students participated in 4 programs/activities/forums aimed toward increasing their knowledge range with regard to issues of diversity. The benchmark was met in all areas listed above for the students who took part in the programs and activities that were set forth.
Career Services

Career Services planned to measure Outcome B of “Students will enhance their communication skills”. The skills being measured were:

- verbal
- resume critiques
- an etiquette luncheon

Improvements would be measured through 3 different activities planned. The activities were: mock interviews (verbal), resume critique (written), an etiquette luncheon (non-verbal)

The benchmark set was for 85% of the participating students to show improvement in the component being measured.

Although the mock interviews were scheduled and advertised – no students signed up to participate so we were unable to assess the first component of enhancing their verbal skills. The written skills were evaluated through a “before and after” process using a rubric for resume critique. Only 50% of the students returned revised resumes for the “after” portion of the evaluation so the 85% benchmark was not met in this area, although those who followed through showed a marked improvement in their written skills. The third component was measured through a survey instrument. All students who attended the etiquette luncheon indicated an increase in their non-verbal knowledge. The benchmark was met in this area.

Each department plans to continue collect data and revise the plan, as needed. The department will meet over the summer of 2006 to revise and refine the submitted plan for the 2006-07 year.