

2010 Division of Student Affairs (DSA) Assessment Plan

1. Mission Statement

Vision Statement: We strive to be nationally recognized for our commitment to student success by providing transformative opportunities and outstanding services, resources and facilities that enhance learning and develop students inside and outside the classroom.

Mission Statement: The mission of Student Affairs is to enhance the student experience by addressing the varied and changing needs of students and by serving as the hub for student-centered collaborations, programs and services.

The Division of Student Affairs' mission supports the University of Toledo's mission by serving as the hub for student centered collaborations, programs and services.

2. Unit Assessment Structure- describe your personnel support for assessment, assessment resources, and assessment-related committee membership

Personnel support for assessment in the Division of Student Affairs (DSA) includes an Assessment Manager, a professional staff association position shared with the University of Toledo Learning Collaborative, who assists DSA departments and programs with the development, implementation, and documentation of assessment plans and reports.

The DSA has an Assessment Committee comprised of representatives of each of the Departments within SA, the Vice President for Student Affairs, the Assessment Manager and student leaders from various student organizations. This committee formulates the divisional learning goals that are aligned with the division's mission and the University's core values.

The Assessment Committee meets twice per semester. The department directors present outcome data to the group, who engage in conversation about the cross departmental needs related to assessment findings. The discussion of resource allocation and needed modifications of existing programs/services allow for the implementation of needed changes identified in the individual program/services feedback loops.

The Division of Student Affairs collaborates with the Office of Institutional Research on campus wide surveys, data collection and some data analysis.

The mission of the DSA focuses on serving as the hub for student-centered collaborations, programs and services, programs provided by the departments in the DSA support attainment of the Divisions' mission and goals.

Each department within the DSA has an assessment plan with an identified mission, and student outcomes that are aligned with the overall mission of Student Affairs.

Assessment activities within the Division of Student Affairs occur at the department/program level. The elements of the Division's Learning Goals are achieved through the efforts of the programs and departments within Student Affairs.(See Table #1 Division of Student Affairs Learning Goals)

3. **Assumptions-** explain the assumptions upon which your plan is based (e.g. accreditation agency, professional association guidelines, etc.)

The Division of Student Affairs has six departments; within departments are programs that focus on specific student services and learning outcomes. While only one of the Departments, University Counseling Center, holds external accreditation the remaining departments comply with professional association guidelines or standards.

4. **Methodology-** describes the methodology you will use to assess your intended outcomes (e.g. student learning outcomes- portfolio reviews, retention rates, standardized test scores, etc. or student services outcomes- advising, career placement, satisfaction, etc.)

A variety of data / information is collected by Division of Student Affairs' programs for assessment of student learning or service outcomes as detailed in each department's assessment plan and summarized in Table 2 (see Appendix).

Student learning outcomes are assessed using grade point averages, retention rates, quiz and standardized test scores for the Red Cross training, and student self-reports of knowledge / development. Participation in outreach programs, tutoring services and its correlation to retention rates and grade point average are also used to provide evidence of program impact on student outcomes.

Student service outcomes are generally assessed with satisfaction surveys, program evaluations, and exit interviews. The National Survey of Student Engagement, Student Centeredness and the Educational Benchmarking Institute's MAP-Works survey also give needed feedback.

5. **Feedback Loop-** describe your Feedback Loop (e.g. process for analyzing data and implementing changes based on findings, providing feedback to students, etc.)

Data will be collected and analyzed at the department/program level and through available institutional data and survey results. A summary of data and analysis will be provided to the DSA assessment committee. This committee reviews data collection methods and outcomes to ensure that assessment practices are mission-driven.

6. **Action Plan-** describe your overall action plan for implementing your assessment plan (e.g. processes, timeline, persons responsible, etc.)

Assessment plans will be modified as data is collected and analyzed to ensure that assessment plans and practices are mission-driven and that measurable outcomes are included in the departmental plans. Assessment findings will be reviewed regularly to identify continuous improvement strategies to insure a diverse student body is actively engaged in activities that will enhance learning and student development inside and outside the classroom.

Timeline for plan: Ongoing

Persons Responsible: Assessment Manager, DSA Assessment Committee

Appendix

Table 1

Division of Student Affairs

Learning Goal Areas



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| <p>I. Compassion, Professionalism and Respect</p> <p>II. Discovery, Learning, and Communication</p> <p>III. Diversity, Integrity and Teamwork</p> | <p>IV. Engagement, Outreach, and Service</p> <p>V. Excellence, Focus, and Innovation</p> <p>VI. Wellness, Healing, and Safety</p> |
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Department Name: Office of the Dean of Students	Learning Goal Areas					
Outcomes	I.	II.	III.	IV.	V.	VI.
1. All students will be satisfied with the assistance provided by the Office of the Dean of Students.	X		X		X	
2. At least 70% of students who have Student Code of Conduct alcohol violations will not have additional alcohol violations.						X
3. At least 70% of freshman students who participate in retention programs will achieve a 2.0 cumulative grade point average or better.		X				
4. At least seventy percent of freshman students who participate in retention programs will return for their sophomore year of college.		X				

Department Name: Office of Recreation	Learning Goal Areas					
Outcomes	I.	II.	III.	IV.	V.	VI.
5. 100% of the UT Student Recreation Center (SRC) student leaders will self report improvement in leadership skill and knowledge; knowledge acquisition, cognitive complexity, intrapersonal development and interpersonal competence, humanitarianism, and practical competencies.				X	X	
6. At least 90% of the UT students who participate in American Red Cross (ARC) certification classes will meet course objectives set by the ARC; passing written and skill assessments to receive certification.		X				X
7. 100% of the Internship and G.A. experiences through the Office of Recreation will contribute to students' career readiness in significant and specific ways.					X	
8. At least 90% of the SRC student employees will report an understanding of positive customer service each semester of employment.	X				X	
9. After attending a semester long group fitness class, at least 90% of Group Exercise participants will be able to identify at least one thing they have learned about personal health or fitness.						X

Learning Goal Areas

- I. Compassion, Professionalism and Respect**
- II. Discovery, Learning, and Communication**
- III. Diversity, Integrity and Teamwork**
- IV. Engagement, Outreach, and Service**
- V. Excellence, Focus, and Innovation**
- VI. Wellness, Healing, and Safety**

10. At least 85% of all UT students completing the Student Centeredness Survey will report that they are satisfied or highly satisfied with the Student Recreation Center as a Facilities & Services option.					X	
Department Name: Office of Multicultural Student Services	Learning Goal Areas					
Outcomes	I.	II.	III.	IV.	V.	VI.
11. Satisfaction with the Office of Multicultural Student Services (OMSS) will increase by two percent on the annual student centeredness survey.	X		X		X	
12. At least 70% of first year African American students who participate in African American Enrichment Programs (AAEP) will be retained from fall to spring semester.		X				
13. At least 70% of first year Latino students who participate in Latino programs will be retained from fall to spring semester.		X				
14. All students surveyed who access/attend LGBT services/programs will give satisfactory or better ratings of the LGBT services and programs on the LGBT satisfaction survey.	X		X		X	

Learning Goal Areas

- I. Compassion, Professionalism and Respect
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Department Name: Office of Student Involvement	Learning Goal Areas					
Outcomes	I.	II.	III.	IV.	V.	VI.
15. 100% of Students who take on leadership roles in <i>registered student organizations</i> will be able to identify at least one area of personal growth from participation (importance of teamwork, understanding/execution of effective leadership, better understanding and respect for other cultures, real-world application of knowledge).				X	X	
16. 100% of the Greek students who participate in <i>Greek 101</i> will be able to identify at least one area of personal growth from participation (ethical leadership, importance of community service, better understanding of different cultures) and how it relates to their Greek experience.				X	X	

Learning Goal Areas

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17. 100% of the First year students who participate in the <i>First Reads</i> program will report that they have gained insight into their beliefs and thoughts through reading the book that is selected for the program and participating in at least 1 of the <i>First Reads</i> programs.		X				
18. 100% of the <i>Leadership UT</i> students who participate in the first year of this scholarship program and complete the leadership course will be able to identify at least one way that s/he has grown in preparedness for a leadership role at UT.				X	X	
19. 100% of the UT students who attend a <i>life@college</i> program will be able to identify at least two signs and symptoms of alcohol poisoning.						X
Department Name: Residence Life	Learning Goal Areas					
Outcomes	I.	II.	III.	IV.	V.	VI.
20. Students living on campus, participating in a Living Learning Community (LLC) will achieve a higher GPA than non-participating students.		X				
21. Students living on campus, participating in a LLC will be retained at a higher rate than non-participating students.		X				
22. Students living on campus will achieve a higher semester GPA than non-residents.		X				
23. Students living on campus will be retained at a higher rate than non-residents.		X				

Learning Goal Areas

- I. Compassion, Professionalism and Respect
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24. Students living on campus will be provided with living environments that are reasonably-priced, safe, clean, and well-maintained.					X	X
25. Students who live on campus will be provided with an environment that includes programs and services that promote learning in its broadest sense, with an emphasis on academic support and personal development.		X	X		X	X
26. Incoming freshmen who participate in <i>AlcoholEdu for College</i> will demonstrate, through self-report, an understanding of what high-risk drinking is and how to prevent experiencing negative consequences associated with excessive alcohol use.		X				X
27. At least 50% of students will demonstrate knowledge of Alcohol, Tobacco, and other Drug Prevention on campus.		X				X
28. Students who participated in game day BAC (Blood Alcohol Concentration) research will become aware of their specific BAC at point of intercept.		X				X
Department Name: University Counseling Center	Learning Goal Areas					
Outcomes	I.	II.	III.	IV.	V.	VI.
29. Students/clients report satisfaction rate of 95% for all factors of University Counseling Center (UCC) clinical services.	X		X		X	

Learning Goal Areas

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- VI. Wellness, Healing, and Safety

30. 90% of students/clients self report one or more of the following learning outcomes: (1) improved my relationship with another person, (2) learned one or more strategies to solve or cope with problems, (3) live a healthier lifestyle (4) made an important decision, (5) more likely to continue my education/graduate from UT, (6) improved my academic performance, or (7) gained greater self-understanding or a clearer sense of identity.	X	X				X
31. 100% completion of clinical competencies at minimal level or above average level necessary for functioning for UT Clinical Psychology, Counselor Education and School Psychology Program.	X	X			X	X
32. 100% of UT social work program trainees successfully complete field placement assignments.	X	X			X	X
33. Increase the number of students who attend Counseling Center outreach programs.				X	X	X

Learning Goal Areas

- I. Compassion, Professionalism and Respect**
- II. Discovery, Learning, and Communication**
- III. Diversity, Integrity and Teamwork**
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Table 2 - Division of Student Affairs Assessment Methodologies

	GPA	Retention rate	# / Type student conduct violations	# of repeat alcohol / drug violators	Completion of clinical / fieldwork requirements	Program evaluations	Satisfaction	Surveys (UT Health, AlcoholEdu, etc.)	Quiz/ test scores	Student demonstration of skills / knowledge learned	Student participation in programs	Student self-report of knowledge / development
Counseling Center					X		X				X	X
Dean of Students	X	X		X			X					
Multicultural Student Services		X					X					
Recreation							X		X	X		X
Residence Life	X	X	X	X			X	X		X		X
Student Involvement						X						X

ASSESSMENT PLAN – **COUNSELING CENTER**

1. **Mission Statement**

The mission of the University Counseling Center is to provide high quality psychological services, training opportunities, and pro-active outreach programs which promote sound mental health and learning. These activities support and enhance the missions of the Division of Student Affairs and The University of Toledo by promoting student growth and thereby enhancing the student experience and improving the human condition

Goals of the Counseling Center related to its mission:

- Provide high quality psychological services that equip students/clients with skills necessary for persistence such as gaining a greater self understanding or clearer sense of identity.
- Provide training opportunities for graduate students in the UT Clinical Psychology, Counselor Education and School Psychology Programs, and Social Work program.
- Provide outreach programs to University of Toledo students.

Student outcomes linked with the mission and goals of the Counseling Center

- Students/clients report satisfaction rate of 95% for all factors of UCC clinical services.
- 90% of students/clients self report one or more of the following learning outcomes: (1) improved my relationship with another person, (2) learned one or more strategies to solve or cope with problems, (3) live a healthier lifestyle in at least one area, i.e. sleep, exercise, eating, alcohol and drug use, (4) made an important decision, (5) more likely to continue my education/graduate from UT, (6) improved my academic performance, or (7) gained greater self-understanding or a clearer sense of identity.
- 100% completion of clinical competencies at minimal level or above average level necessary for functioning for UT Clinical Psychology, Counselor Education and School Psychology Program.
- 100% of UT social work program trainees successfully complete field placement assignments.
- Increase the number of students who attend Counseling Center outreach programs.

2. **Unit Assessment Structure**

The primary responsibility for overseeing all assessment activities for the University Counseling Center is the Director. Additional personnel resources for assessment are provided by Counseling Center clinical staff, administrative secretary, graduate students and Institutional Research staff as necessary.

3. **Assumptions upon which Plan is Based**

The University Counseling Center is accredited by the International Association of Counseling Services, Inc. The last site visit occurred in April of 2007. The next self study is due November 2010.

4. Methodology for Assessment

Student Outcome #1: Students report satisfaction rate of 95% for all factors of UCC clinical services

Assessment Instrument / Data Source	Schedule	Data Collected	Target Population
Administer a Client Satisfaction Survey	April each year	Client rating of satisfaction with services	Students/clients served by University Counseling Center

Student Outcome #2: 90% of clients self report one or more of the following learning outcomes: (1) improved my relationship with another person, (2) learned one or more strategies to solve or cope with problems, (3) live a healthier lifestyle in at least one area, i.e. sleep, exercise, eating, alcohol and drug use, (4) made an important decision, (5) more likely to continue my education/graduate from UT, (6) improved my academic performance, or (7) gained greater self-understanding or a clearer sense of identity.

Assessment Instrument / Data Source	Schedule	Data Collected	Target Population
Administer Counseling Center self-report survey	April each year	Client self reports of learning outcomes	Students/clients served by University Counseling Center

Student Outcome #3: 100% completion of clinical competencies at minimal level or above average level necessary for functioning for UT Clinical Psychology, Counselor Education and School Psychology Program.

Assessment Instrument / Data Source	Schedule	Data Collected	Target Population
Academic program measures	Each semester	Evaluation of Clinical Competencies	All graduate externs from the UT Clinical Psychology, Counselor Education and School Psychology Program

Student Outcome #4 100% of UT social work program interns successful complete field placement assignments

Assessment Instrument / Data Source	Schedule	Data Collected	Target Population
Academic Program Measures	Each semester	Number of UT Social work program interns who successfully	All graduate field placement interns from the UT Social Work program

		completed field placement assignments	
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Student Outcome #5 Increase the number of students who attend Counseling Center outreach programs over the previous year.

Assessment Instrument / Data Source	Schedule	Data Collected	Target Population
Log that records numbers of students attending outreach programs	Each semester	Number of students attending all outreach programs presented by University Counseling Center staff/trainees	UT students attending Counseling Center outreach programs

5. Feedback Loop

Data collected is initially reviewed by Director of the University Counseling Center. The Director shares the data with Counseling Center clinical staff. Together the director and clinical staff discuss results, reviews areas for improvement and determine plan of action to improve services where needed. The results and plans are shared with the Vice President of Student Affairs. Data collected and analyzed could have an impact on practices such as the development of treatment goals, the number of graduate students who receive training through the UCC, the strategy for providing outreach services, etc.

6. Action Plan

Actions	Implementation Date	Schedule	Responsible Person(s)
Administer a Client Satisfaction Survey	Ongoing	April of each year	Director of Counseling Center Administrative Staff
Administer Counseling Center self-report survey	Ongoing	April of each year	Director of Counseling Center Administrative Staff
Complete Trainee Evaluation Form for Counselor Education &	Ongoing	End of each term	University Counseling Center clinical supervisor

School Psychology Program			
Complete Trainee Evaluation Form for Clinical Psychology Program	Ongoing	End of each term	University Counseling Center clinical supervisor
Complete Trainee Evaluation form for Social Work Program	Ongoing	End of each term	University Counseling Center Clinical supervisor
Log number of students attending Counseling Center Outreach Programs	Ongoing	Each semester	Administrative staff Outreach presenters

ASSESSMENT PLAN – OFFICE OF DEAN OF STUDENTS

1. Mission Statement

The mission of the Office of Dean of Students is to ensure that students accomplish their educational and personal goals within the context of the broader academic purpose of the University. The Office of Dean of Students promotes the development of, and enhances the educational experience for, students through intentionally designed co-curricular opportunities and through institutional policy development on students' behalf.

The mission of the Office of Dean of Students aligns with the mission of the Division of Student Affairs and the University mission by providing programs and services that enhance student learning and personal development. In addition, the programs and services of the Office of Dean of Students support the University's mission to advance knowledge through excellence in learning, discovery and engagement.

Description of each of the programs contained within the Office of Dean of Students:

Student Advocacy- Provides support to student learning, while at the same time teaching and encouraging student responsibility and accountability.

Student Conduct- Coordinates the development and implementation of educational programs for students who violate the Student Code of Conduct and must complete for sanctions.

Retention Initiatives – Develops, manages and implements student programs that meet campus retention goals and assists students in their timely graduation.

Goals of the Office of Dean of Students related to its mission:

- Assist students in reaching their educational and personal goals.
- Students who violate the Student Code of Conduct will learn from their assigned sanctions and will change their behavior.
- Students who participate in retention programs will graduate from the University of Toledo

Student outcomes linked with the mission and goals of the Office of Dean of Students:

- All students will be satisfied with the assistance provided by the Office of Dean of Students.
- At least seventy percent of students who have Student Code of Conduct alcohol violations will not have additional alcohol violations.
- At least seventy percent of freshman students who participate in retention programs will achieve a 2.0 cumulative grade point average or better.
- At least seventy percent of freshman students who participate in retention programs will return for their sophomore year of college.

2. Unit Assessment Structure

The Dean of Students is primarily responsible for assessment activities and is assisted by the Student Conduct Officer, the Retention Specialist, and the Associate Director of Student Unions. The Office of Institutional Research also works collaboratively to assist with data analysis and survey administration.

3. Assumptions upon which Plan is Based

The Office of Dean of Students Assessment Plan is based on the guiding principles of our profession defined by the National Association of Student Personnel Administrators (NASPA), American College Personnel Association-College Student Educators International (ACPA), Council for the Advancement of Standards in Higher Education (CAS), Association of College Unions International (ACUI) and Association of Student Conduct Administration (ASCA).

4. Methodology for Assessment

Methodology for Assessment of Student Outcomes

Student Outcome #1: All students who receive services from the Office of the Dean of students will be satisfied with their experience.

Assessment Instrument / Data Source	Schedule	Data Collected	Target Population
Satisfaction survey	After each student use of services	Satisfaction ratings, student feedback regarding service	All students receiving assistance

Student Outcome #2: At least seventy percent of students who have Student Code of Conduct alcohol violations will not have additional alcohol violations.

Assessment Instrument / Data Source	Schedule	Data Collected	Target Population
The Judicial Officer, the student conduct database	End of each academic year	Proportion of student conduct alcohol violators who have no subsequent alcohol violations	All students who violated the alcohol code of conduct

Student Outcome #3: At least seventy percent of freshman students who participate in retention programs will achieve a 2.0 cumulative grade point average or better.

Assessment Instrument / Data Source	Schedule	Data Collected	Target Population
Institutional student data	End of each semester	Grade point averages	First year students who are selected (and participated in)

			for retention programs
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Student Outcome #4: At least seventy percent of freshman students who participate in retention programs will return for their sophomore year of college.

Assessment Instrument / Data Source	Schedule	Data Collected	Target Population
Institutional student data	Each Fall semester- on 15 th day	Registration status of students who participated in retention programs during the previous year	First year students who participated in the retention programs

In addition to activities intended to assess the outcomes above, satisfaction surveys are used to obtain student feedback regarding program components and program staff. Survey results are used as an additional measure for determining action plans for program improvement.

5. Feedback Loop

Data collected from assessment activities are initially reviewed and analyzed by the program staff within each of the programs in the Office of Dean of Students.

Based on the analyses of these data, program weaknesses and opportunities for program improvements are identified. Action plans to address any identified program weaknesses are developed by the program staff with input from the Dean of Students.

Program staff will meet with the Dean of Students to review student satisfaction at the end of each fall and spring semester. Action plans to address any weaknesses are formulated by the program staff and plans are then reviewed by the Dean of Students and implemented by the program staff.

Modifications intended to improve program performance are implemented based on the action plans that are developed. These modifications may include changes in the following areas:

- Staffing patterns
- Educational programming
- Program procedures and policies

- Strategic planning

Findings from assessment activities will be shared with internal (students, faculty, staff, administrators) and external stakeholders (prospective students, prospective employers, alumni) in a variety of ways (internet, annual report, advisory councils).

6. Action Plan – Timelines and Responsible Persons

Actions	Implementation Date	Schedule	Responsible Person(s)
Develop and administer satisfaction survey to students who access Dean of Students services	Beginning of Spring 2011 semester	Each semester after each student use of services	Office of Dean of Students
Access alcohol violation recidivism data from student conduct database	Beginning of Spring 2011	End of each semester	Student Conduct Officer
Access grade point averages of retention program participants	Ongoing	End of each semester	Retention Specialist
Determine registration status of retention program participants	Fall 2011	Each Fall semester – on 15 th day	Retention Specialist

ASSESSMENT PLAN – OFFICE OF MULTICULTURAL STUDENT SERVICES (OMSS)

7. Mission Statement

The mission of the Office of Multicultural Student Services is to create a campus environment for students of various cultures and diverse backgrounds that is conducive to learning by providing programs and services that meet their needs.

Through its programs and services, the Office of Multicultural Student Services strives to enhance the recruitment and retention efforts of the Division of Student Affairs and explore the indigenous roots of African American, Asian American, Latino American, Native American, LGBTQ, and International students.

While it is the mission of the Office of Multicultural Student Services to specifically address the needs of these students, programs and services are intended for the benefit of all the University community in an effort to foster understanding, acceptance, and cross cultural communication.

The mission of the Office of Multicultural Student Services aligns with the mission of the Division of Student Affairs and the University mission by providing programs and services that enhance student learning and personal development. In addition, the programs and services of the Office of Multicultural Student Services supports the University's mission to support diversity.

Description of each of the programs contained within the OMSS:

Multicultural Education- Educate all students about diverse cultures.

African American Initiatives- Assist first year African American students with the transition from high school or a community college to the University of Toledo.

Latino Initiatives – Assist first year Latino students with the transition from high school or a community college to the University of Toledo.

LGBT Initiatives- Serve needs of LGBT students.

Goals of the OMSS related to its mission:

- Educate students about diversity cultures.
- African American students will be retained through their participation in programs and services.
- Latino students will be retained through their participation in programs and services.
- LGBT students will be satisfied with the services/programs offered to them.

Student outcomes linked with the mission and goals of the OMSS:

- Satisfaction with the OMSS will increase by two percent on the annual student centeredness survey
- At least seventy percent of first year African American students who participate in AAEP programs will be retained from fall to spring semester.
- At least seventy percent of first year Latino students who participate in Latino programs will be retained from fall to spring semester.
- All students surveyed who access/attend LGBT services/programs will give satisfactory or better ratings of the LGBT services and programs on the LGBT satisfaction survey.

8. Unit Assessment Structure

The Dean of Students is primarily responsible assisted by the Associate Directors and Program Coordinators of the Office of Multicultural Student Services. The OMSS also receives support for assessment from the Office of Institutional Research.

9. Assumptions upon which Plan is Based

The OMSS Assessment Plan is based on the guiding principles of our profession defined by the National Association of Student Personnel Administrators (NASPA), American College Personnel Association-College Student Educators International (ACPA), and Council for the Advancement of Standards in Higher Education (CAS).

10. Methodology for Assessment

Methodology for Assessment of Student Outcomes

Student Outcome #1: Student satisfaction with the OMSS will increase by two percent on the annual student centeredness survey as reported by the Office of Institutional Research.

Assessment Instrument / Data Source	Schedule	Data Collected	Target Population
Student centeredness survey	Annually	Satisfaction with OMSS	All survey participants

Student Outcome #2: At least seventy percent of first year African American students who participate in AAEP programs will be retained from fall to spring semester.

Assessment Instrument / Data Source	Schedule	Data Collected	Target Population
Assessment report generated by the Office of Institutional Research	Every Spring semester	Registration status of students who participated in AAEP programs during the previous Fall semester	First year students who participated in AAEP programs

Student Outcome #3: At least seventy percent of first year Latino students who participate in Latino programs will be retained from fall to spring semester.

Assessment Instrument / Data Source	Schedule	Data Collected	Target Population
Assessment report generated by the Office of Institutional Research	Every Spring semester	Registration status of students who participated in Latino programs during the previous Fall semester	First year students who participated in Latino programs

Student Outcome #4: All students surveyed who access/attend LGBT services/programs will give satisfactory or better ratings of the LGBT services and programs on the LGBT satisfaction survey.

Assessment Instrument / Data Source	Schedule	Data Collected	Target Population
Satisfaction survey	Every Spring semester	Satisfaction with LGBT services and programs	All survey participants

In addition to activities intended to assess the outcomes above, satisfaction surveys are used to obtain student feedback regarding program components and program staff. Survey results are used as an additional measure for determining action plans for program improvement.

11. Feedback Loop

Data collected from assessment activities are initially reviewed and analyzed by the program staff within each of the programs in the Office of Multicultural Student Services.

Based on the analyses of these data, program weaknesses and opportunities for program improvements are identified. Action plans to address any identified program weaknesses are developed by the program staff with input from the Dean of Students.

Program staff will meet with the Dean of Students to review student satisfaction at the end of each fall and spring semester. Action plans to address any weaknesses are formulated by the program staff and plans are then reviewed by the Dean of Students and implemented by the program staff.

Modifications intended to improve program performance are implemented based on the action plans that are developed. These modifications may include changes in the following areas:

- Staffing patterns
- Educational programming
- Program procedures and policies

- Strategic planning

Findings from assessment activities will be shared with internal (students, faculty, staff, administrators) and external stakeholders (prospective students, prospective employers, alumni) in a variety of ways (internet, annual report, advisory councils).

12. Action Plan – Timelines and Responsible Persons

Actions	Implementation Date	Schedule	Responsible Person(s)
Administer Student Centeredness survey	Fall 2007	Annually	Institutional Research
Determine registration status of AAEP program participants	Fall 2007	Spring semester- 15 th day	Institutional Research
Determine registration status of Latino program participants	Fall 2007	Spring semester- 15 th day	Institutional Research
Develop and administer satisfaction survey to students who access/attend LGBT services/programs	Spring 2011 semester	Annually- at end of each Spring semester	Program Coordinator, OMSS

ASSESSMENT PLAN – OFFICE OF RESIDENCE LIFE

13. Mission Statement

The mission of the Office of Residence Life is to foster academic and social success for our students by providing a safe and healthy community, excellent housing facilities, education, a culture of respect and the formation of lifelong relationships.

The mission of the Office of Residence Life aligns with the mission of the Division of Student Affairs and the University mission by providing programs and services that enhance student learning and personal development. Examples of programs and services that promote student learning include but are not limited to: collaboration with faculty members in our Living Learning Communities, providing supplemental instruction and tutoring in the residence halls, and offering students the opportunity to interact with faculty members outside of the classroom through the Faculty in Residence program. Programs and services that promote students' personal development include but are not limited to: the Alcohol, Tobacco, and other Drug Prevention related initiatives, programs that foster students' development of appreciation for cultural and lifestyle differences, and promoting and demonstrating responsible social behavior, including making healthy choices related to exploring and improving interpersonal relationships. The Office of Residence Life also addresses high risk student behaviors such as alcohol/drug use, violence, discriminatory actions, and mental health concerns.

Description of each of the programs contained within the Office of Residence Life:

- a. Administration: To provide safe, well-maintained housing facilities for all residents.
- b. Academic Support: To provide a cohesive peer support system in the residence halls that links on campus living directly to learning experiences in the classroom through Living Learning Communities and Faculty in Residence.
- c. Residence Education: To provide a supportive community environment for residents to develop personal and professional competencies.
- d. Alcohol, Tobacco, and Other Drug Prevention: To prepare students to make healthy choices regarding alcohol, tobacco, and other drug use through policy implementation, education, prevention, awareness and intervention programs.

Goals of the Office of Residence Life related to its mission:

- a. Provide facilities that ensure well-maintained and safe housing conditions for students.
- b. Enhance the out of classroom experience for residents by growing the living learning communities and faculty in residence programs.
- c. Offer a living-learning environment that enhances individual growth and development, promoting academic success and retention.
- d. Increase student retention through the reduction in percentage of students who participate in high-risk drinking, alcohol transports, student DUIs, referrals to counseling, tobacco prevalence rates, prescription drug abuse rates and marijuana prevalence rates.

Student outcomes linked with the mission and goals of the Office of Residence Life:

- a. Students living on campus, participating in a living learning community will achieve a higher semester GPA than non-participating students from the same major.

- b. Students living on campus, participating in a living learning community will be retained at a higher rate than non-participating students from the same major.
- c. Students living on campus will achieve a higher semester GPA than non-residents.
- d. Students living on campus will be retained at a higher rate than non-residents.
- e. Students who are on-campus residents will be provided with living environments that are reasonably-priced, safe, clean, and well-maintained.
- f. Students who live on campus will be provided with an environment that includes programs and services that promote learning in its broadest sense, with an emphasis on academic support and personal development.
- g. Students who go through Red Watch Band Training will demonstrate the importance of calling for help during an alcohol or other drug related emergency.
- h. Students will call for help during alcohol or other drug related emergencies on campus.
- i. Incoming freshmen who participate in AlcoholEdu for College will demonstrate through self-report an understanding of what high-risk drinking is and how to prevent experiencing negative consequences associated with excessive alcohol use.
- j. At least 75% of students completing the UT Health Survey will be able to identify how to participate in tobacco cessation programs.
- k. Alcohol and other drug related student conduct offenders will demonstrate an understanding of how to make safer and healthier choices.

14. Unit Assessment Structure

The Director of the Office of Residence Life, the Assistant Director for Staffing and Training, and the Alcohol, Tobacco, and other Drug Prevention Specialist are primarily responsible for assessment, assisted by the Associate Director for Residence Education, Associate Director for Administrative Operations, Assistant Director for Operations, Project Manager, Hall Directors, the Resident Student Association (RSA), the Living Learning Community Advisory Board, the Residence Life Council, the Alcohol, Tobacco and Other Drug Prevention Committee (ATOD-PC) and Institutional Research staff members as necessary.

The Resident Student Association is the governing body of the students living on campus. It includes student representatives from each of the individual halls.

The LLC Advisory Board, created in the fall of 2008, is comprised of Residence Life staff members, a student representative from the RSA, faculty members and advisers from each of the majors represented in the LLC programs, the Program Directors for the Health Professions LLC and the Arts LLC, the Faculty in Residence, the Director of the Honors Program, and representatives from the First Year Experience, the Learning Enhancement Center, Academic Engagement, Institutional Research, Undergraduate Research, and the Provost's Office.

The Residence Life Council, created in the fall of 2008, is a group of undergraduate staff members that meet with the Director of Residence Life at regular intervals throughout the academic year to provide feedback regarding Residence Life operations.

The Alcohol, Tobacco and Other Drug Prevention Committee (ATOD-PC), created in the fall of 2007, is comprised of students, faculty and staff members from the following offices: the Counseling Center, University Police, the Trauma Center at UTMC, the Office of Recreation, the Dean

of Students, and the Office of Residence Life. Faculty members from the College of Nursing and Health Science and Human Service are also represented on the committee.

15. Assumptions upon which Plan is Based

The Office of Residence Life Assessment Plan is based on the guiding principles of our profession defined by the National Association of Student Personnel Administrators, American College Personnel Association-College Student Educators International, the Association of College and University Housing Officers-International, the Council for the Advancement of Standards in Higher Education, the American College Health Association, BACCHUS (Boosting Alcohol Consciousness Concerning the Health of University Students) & GAMMA (Greeks Advocating Mature Management of Alcohol) Peer Education Network, and the National Commission for Health Education Credentialing.

16. Methodology for Assessment

Methodology for Assessment of Student Outcomes

Student Outcome #1: Students living on campus, participating in a living learning community, will achieve a higher mean semester GPA than non-participating students living on campus from the same major.

Assessment Instrument / Data Source	Schedule	Data Collected	Target Population
Institutional Research Database	After end of each semester	Semester GPA data from LLC participants and non-participants living on campus from the same major	LLC participants

Student Outcome #2: Semester to semester retention rates of students living on campus, participating in a living learning community, will be higher than non-participating students from the same major.

Assessment Instrument / Data Source	Schedule	Data Collected	Target Population
Institutional Research Database	Beginning of each semester	Student enrollment data from LLC participants and non-participants living on campus from the same major	LLC participants

Student Outcome #3: Students living on campus will achieve a higher mean semester GPA than non-residents.

Assessment Instrument / Data Source	Schedule	Data Collected	Target Population
Institutional Research Database	After end of each semester	Semester GPA data from on-campus residents and non-residents from the same major	On-campus residents

Student Outcome #4: Semester to semester retention rates of students living on campus will be higher than non-residents.

Assessment Instrument / Data Source	Schedule	Data Collected	Target Population
Institutional Research Database	Beginning of each semester	Student enrollment data from on-campus residents and non-residents from the same major	On-campus residents

Student Outcome #5: Students who are on-campus residents will be provided with living environments that are reasonably-priced, safe, clean, and well-maintained.

Assessment Instrument/ Data Source	Schedule	Data Collected	Target Population
Educational Benchmarking (EBI) Resident Assessment	Fall of even numbered years	Satisfaction measures of safety, facilities, services, and overall value	On-campus residents
Exit Survey	Ongoing	Reason for leaving UT	Residents who check out of housing assignments
Facility work-order report	Ongoing	Number of work order requests processed for maintenance and custodial concerns	On-campus residents

Student Outcome #6: Students who live on campus will be provided with an environment that includes programs and services that promote learning in its broadest sense, with an emphasis on academic support and personal development.

Assessment Instrument/ Data Source	Schedule	Data Collected	Target Population
Educational Benchmarking (EBI) Resident Assessment	Fall of even numbered years	Satisfaction measures of staff, programming, interactions with other residents, learning outcomes	On-campus residents
Educational Benchmarking (EBI) Student Staff Assessment	Fall of even numbered years	Satisfaction measures of staff selection, job expectations and demands, supervisor, training, interactions with residents	Resident Advisers and House Managers
Exit Survey	Each semester, as needed	Reasons for leaving current housing assignment	Residents who check out of housing assignments
Student Conduct Records	After end of each semester	Number of cases per type of policy violation	On-campus residents
Living Learning Community Pre-Semester Survey	Beginning of Fall semester	Student feedback regarding expectations of LLC experience, alcohol consumption	LLC participants
Living Learning Community Post-Semester Survey	End of Fall semester	Satisfaction measures of LLC experience, impact on academic performance, alcohol consumption	LLC participants

Student Outcome #7: Students who go through Red Watch Band Training will demonstrate the importance of calling for help during an alcohol or other drug related emergency.

Assessment Instrument / Data Source	Schedule	Data Collected	Target Population
Red Watch Band Training Evaluation Tool	At the end of each training	Individual student feedback regarding their knowledge associated with alcohol-related emergency	All students who participate in the Red Watch Band Training

Student Outcome #8: Students will call for help during alcohol or other drug related emergencies on campus.

Assessment Instrument / Data Source	Schedule	Data Collected	Target Population
Conduct Officer	Academic year end	Individual students who are granted Medical Amnesty	All residential students

Student Outcome #9: Incoming freshmen who participate in AlcoholEdu for College will demonstrate through self-report an understanding of what high-risk drinking is and how to prevent experiencing negative consequences associated with excessive alcohol use.

Assessment Instrument / Data Source	Schedule	Data Collected	Target Population
AlcoholEdu Survey	During their BAJ Course	Individual student feedback regarding their behavior related to high-risk drinking and negative consequences	All freshmen enrolled in a BAJ course.

Student Outcome #10: At least 75% of students completing the UT Health Survey will be able to identify how to participate in tobacco cessation programs.

Assessment Instrument / Data Source	Schedule	Data Collected	Target Population
UT Health Survey	2 year cycle, schedule for Spring of 2012	Number of students who report knowledge of tobacco cessation programs	All UT Students

Student Outcome #11: Alcohol and other drug related student conduct offenders will demonstrate an understanding of how to make safer and healthier choices.

Assessment Instrument / Data Source	Schedule	Data Collected	Target Population
Conduct Officer	Yearly	Repeat alcohol and other drug policy violators	Alcohol and other drug student conduct violators

In addition to activities intended to assess the outcomes above, satisfaction surveys are used to obtain student feedback regarding program components and program facilitators. Survey results are used as an additional measure for determining action plans for program improvement.

17. Feedback Loop

Data collected from assessment activities related to the areas of administration, academic programs and residence education are initially reviewed and analyzed by the senior leadership team of the Office of Residence Life. Opportunities for improvements are identified and action plans are developed by the leadership team with input from the Hall Directors and Living-Learning Community Advisory Board, if necessary.

Assessment data collected related to alcohol, tobacco, and other drug use is reviewed and analyzed by the Alcohol, Tobacco and Other Drug Prevention Specialist (ATOD-PS) and the Director of Residence Life (DRL). Based on the analyses of these data, program weaknesses and opportunities for program improvements are identified. Action plans to address any identified program weaknesses are developed by the ATOD-PS and DRL with input from the Alcohol, Tobacco and Other Drug Prevention Committee (ATOD-PC).

The ATOD-PS and DRL meet weekly and review student satisfaction as needed. Additional meetings are held after major programs to assess satisfaction. Reviews also take place at the ATOD-PC meetings on the second Tuesday of each month. Final reports are compiled over the summer semester and reviewed by the ATOD-PS, DRL and VP for Student Affairs. Action plans to address any weaknesses are formulated by the ATOD-PS and plans are then reviewed and implemented by the DRL.

Modifications are made to improve services as needed and may include changes to:

- Staffing patterns
- Educational programming
- Program procedures and policies
- Strategic planning

Security of Data Collection: Access to online EBI survey data is password protected. All electronic raw data are secured on the Residence Life shared drive or on the Assistant Director of Residence Life's H drive. Hard copy survey data are collected and stored in the Residence Life main office.

Sharing Findings: The Office of Institutional Research assists in the development of the Learning Community annual assessment report. The document is reviewed in a meeting with the members of the LLC Advisory Board. EBI assessment data, student conduct statistics, and LLC statistics are included in the Office of Residence Life End of the Year Report.

18. Action Plan – Timelines and Responsible Persons

Actions	Implementation Date	Schedule	Responsible Person(s)
Administer EBI Resident Assessment	Ongoing	Fall of even numbered years	Assistant Director for Staffing and Training
Administer EBI Staff Assessment	Ongoing	Fall of even numbered years	Assistant Director for Staffing and Training
Access student enrollment data	Ongoing	Beginning of each semester-15 th day	Assistant Director for Staffing and Training and IR representative
Access GPA data	Ongoing	End of each semester	Assistant Director for Staffing and Training and IR representative
Conduct Exit Interviews students checking out of their room assignment	Ongoing	As needed	Hall Directors
Access student conduct data	Ongoing	At the end of each semester	Associate Director for Resident Education
Access facility work order data	Ongoing	Bi-weekly	Assistant Director for Operations
Administer LLC Pre-Semester Survey	Implemented Fall 2010	At the beginning of each fall semester	Assistant Director for Staffing and Training
Administer LLC Post-Semester Survey	Implemented Fall 2010	At the end of each fall semester	Assistant Director for Staffing and Training
Administers UT Health Survey	Ongoing	On the even numbered years	ATOD-PS and Faculty from Health and Human Services
Administer AlcoholEdu Survey	Ongoing	End of each Academic Year	ATOD-PS
Administer Red Watch Band Evaluation	Ongoing	End of each training	ATOD-PS
Compile data from	Ongoing	End of each	ATOD-PS

Conduct Officer Reports		Academic Year	
Compile Data from DUI Police Reports	Ongoing	End of each Academic Year	ATOD-PS

ASSESSMENT PLAN – OFFICE OF RECREATION

1. Mission Statement

The Office of Recreation provides engaging, student-centered recreational and health promotion programs and services to enhance the well being of the University of Toledo community.

This mission is in alignment with the mission of the Division of Student Affairs and the mission of The University of Toledo in that the focus is student centeredness.

Departmental Structure: The Office of Recreation is made up of the following programs that are overseen by the Director of the Office of Recreation.

- i. General Management; *Associate Director, 6 Custodial Staff, 1 Office Manager*
- ii. Operational Management & Marketing; *Assistant Director, 2 Graduate Assistants*
- iii. Aquatics & Customer Service; *Assistant Director, 1 Graduate Assistant*
- iv. Fitness & Challenge Programs; *Assistant Director, 2 Graduate Assistants*
- v. Intramurals, Sport Clubs, Day Camp; *Assistant Director, 1 Graduate Assistants*

Departmental Goals:

Provide informal recreation and formal recreational programming to promote;

- General Health and Fitness
- Healthy Social Interaction
- Leadership Development
- Skill Development related to the above

Student Learning and Service Outcomes aligned with the Office of Recreation mission and departmental goals.

1. 100% of the UT SRC student leaders will self report improvement in leadership skill and knowledge; knowledge acquisition, cognitive complexity, intrapersonal development, interpersonal competence, humanitarianism, and practical competencies.

2. At least 90% of the UT students who participate in American Red Cross certification classes will meet course objectives set by the American Red Cross; passing written and skill assessments to receive certification.
3. 100% of the Internship and Graduate Assistantship experiences through the Office of Recreation will contribute to students' career readiness in significant and specific ways.
4. At least 90% of the SRC student employees will report an understanding of positive customer service each semester of employment.
5. After attending a semester-long group fitness class, at least 90% of all Group Exercise participants will be able to identify at least one thing they have learned about personal health or fitness.
6. At least 85% of all UT students completing the Student Centeredness Survey will report that they are satisfied or highly satisfied with the Student Recreation Center as a Facilities & Services option.

4. Unit Assessment Structure

The Director of the Office of Recreation is primarily responsible for overseeing assessment activities within the department. Individual programmers collect assessment data at the program/service level through evaluations.

5. Assumptions upon which Plan is Based

The Office of Recreation programs comply with the following professional association standards of practice:

- **National Intramural Recreational Sports Association (NIRSA)**
 - Provide value to participants by helping individuals develop and maintain a positive self- image, stronger social interactive skills, enhanced physical fitness, and good mental health.
 - Provide participation in a variety of activities that satisfy the diverse needs of students, faculty, and staff members, and where appropriate, guests, alumni, and public participants can become involved.
 - Provide extracurricular education opportunities through participation in recreational sports and the provision of relevant leadership positions.
 - Cooperate with academic units, focusing on the development of recreational sports curricula and accompanying laboratory experiences.
- **Council for the Advancement of Standards in Higher Education (CAS)**
 - The overall recreational sports program should include; informal programs, sport clubs, instructional programs, special events, outdoor programming, fitness programs, recreation and aquatic programs, wellness programs, intramural sports, family and youth programs, programs for people with disabilities.
 - Health promotion services should include; a broad definition of health which transcends individual factors and includes cultural, institutional, socioeconomic, environmental and political influences, advance the health of students and contribute to the creation of healthy and socially just learning environments, advocate for inclusive and equitable access to resources and services, provide initiatives, services, and programs that reduce the risk of individual illness and injury and help students to reach their full potential.

- **The Aerobics and Fitness Association of America (AFAA)**

- Follow guidelines of FITT principles when creating classes: Frequency, duration, time and type of exercise
- Always use proper form and technique when leading exercises. Instructors must provide a basic, intermediate, and advanced option for every exercise to provide a safe and fun workout for all ages and fitness levels.
- The AFAA 5 questions: prior to including any exercise in a class, evaluate by asking the following questions; 1. What muscles are you trying to stretch, limber, or strengthen? 2. Are you doing that? 3. Is the back protected? 4. Can you isolate the muscles and stay in alignment? 5. Who is it appropriate or inappropriate for?

- **The American Red Cross (Authorized Provider Agreement)**

- All Red Cross courses will be taught in compliance with the American Red Cross standards of course delivery.
- Instructors of Red Cross programs will be fully qualified and trained in compliance with the American Red Cross standards of course delivery.

6. Methodology for Assessment

Table 1, Outcome 1: 100% of the UT SRC student leaders will self report improvement in leadership skill and knowledge; knowledge acquisition, cognitive complexity, intrapersonal development, interpersonal competence, humanitarianism, and practical competencies.

Assessment Instrument / Data Source:	Schedule / Responsible Persons	Target Population	Data Collected
A pre/post self inventory which measures all 7 areas of leadership development as determined by CAS.	The Director of the Office of Recreation will administer the pre version of the inventory at the beginning of each academic year and the post version at the end of each academic year.	All Office of Recreation student employees who are promoted into leadership positions – approximately 16 undergraduate and 6 graduate level UT students.	Students’ self-reports of improvements in 7 areas of leadership development

Table 2, Outcome 2: At least 90% of the UT students who participate in American Red Cross certification classes will meet course objectives set by the American Red Cross; passing written and skill assessments to receive certification.

Assessment Instrument / Data Source:	Schedule / Responsible Persons	Target Population	Data Collected
American Red Cross standardized written exams and skill assessments.	Instructors of each Red Cross class will administer exams and skill checks during each class taught.	All UT students who take any of the not-for-credit Red Cross certification classes offered through the Office of Recreation.	Written examination scores; results of skills assessments; number of Red Cross certifications earned

Table 3, Outcome 3: 100% of the Internship and Graduate Assistantship experiences through the Office of Recreation will contribute to students' career readiness in significant and specific ways.

Assessment Instrument / Data Source:	Schedule / Responsible Persons	Target Population	Data Collected
An Internship / GA Experience evaluation questionnaire.	The Director of the Office of Recreation will administer the written evaluation at the conclusion of each Internship and each GA	All UT students who participate in an Internship or a Graduate Assistantship through the Office of Recreation.	Students' self-reports of ways their Internship and GA experiences contributed to their career readiness

	experience.		
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Table 4, Outcome 4: At least 90% of the SRC student employees will report an understanding of positive customer service each semester of employment.

Assessment Instrument / Data Source:	Schedule / Responsible Persons	Target Population	Data Collected
An employee performance review which includes questions about what was learned related to customer service.	Area supervisors will administer the performance reviews at the end of each fall and spring semester. The data will be collected and compiled into a report by the Staff Advocate.	All SRC student employees, approximately 190 undergraduate students.	Students self-reports of knowledge learned related to positive customer service

Table 5, Outcome 5: After attending a semester-long group fitness class, at least 90% of all Group Exercise participants will be able to identify at least one thing they have learned about personal health or fitness.

Assessment Instrument / Data Source:	Schedule / Responsible Persons	Target Population	Data Collected
A program evaluation for group exercises classes	The instructors of the group exercise	All SRC students who attend group	Students' self-reports of knowledge learned as a

which includes a question asking about what was learned about personal health and fitness while attending group exercise classes.	classes will administer the evaluations within their classes at the end of each fall and spring semesters.	exercise classes through the Office of Recreation.	result attending Office of Recreation group fitness classes
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Table 6, Outcome 6: At least 85% of UT students completing the Student Centeredness Survey items related to the Student Recreation Center will report that they are satisfied or highly satisfied with the Student Recreation Center as a Facilities & Services option.

Assessment Instrument / Data Source:	Schedule / Responsible Persons	Target Population	Data Collected
The Student Centeredness Survey.	UT's Institutional Research department will administer the survey one time each year. Results of the survey will be reviewed by the Director of Recreation.	All UT students.	Student satisfaction ratings related to the Student Recreation Center facilities and services

7. Feedback Loop

The process for analyzing assessment data and implementing changes based on assessment findings for the Office of Recreation begins with the department staff. Staff members at the programming level are responsible to administer the measurement tools, collect the data, compile the data into a summary report and submit it to the Director. The Director then analyzes the data in terms of identifying changes that may need to be made as a result of the

assessment findings and communicates these changes to the Office of Recreation staff for implementation. These changes and modifications will be discussed and finalized within the context of a departmental retreat during the summer.

Decisions or changes based on assessment findings may be made to the following:

- Learning and/or Service Outcomes to be measured.
- Measurement Tools used and/or the way/time they are administered.
- Program curriculum and/or instructional/facilitation methods
- Departmental resource allocation

The Office of Recreation assessment findings are included as a part of the Division of Student Affairs assessment report submitted to the University Assessment Committee. In the future, assessment data will also be communicated through a divisional annual report.

Stakeholders, including students, will have access to the Divisional assessment report via the UT Institutional Research website. They will have access to the Divisional annual report via the Division of Student Affairs website.

8. Action Plan

Actions	Implementation Date (1st time)	Ongoing Schedule/ Frequency	Responsible Person(s)
Prepare and administer the Leadership Pre/Post Inventory.	First implemented in the fall of 2008.	At the beginning of each fall semester and end of each spring semester.	Director of the Office of Recreation
Maintain up-to-date training protocols with all Red Cross instructors including training on administering exams and skill checks.	First implemented in the fall of 2000.	As the American Red Cross updates their material. Most programs are updated every 3 years.	Director of the Office of Recreation
Prepare and administer Red Cross written exams and skill checks.	First implemented in the fall of 2000.	Fall and spring semesters - during each Red Cross class, approximately 16 classes within a school year.	Red Cross Instructors – Student Employees.
Prepare and administer the Internship/GA evaluation	First implemented in the fall of 2008.	Annually - at the conclusion of each internship and each GA	Director of the Office of Recreation

questionnaire.		experience	
Ask each student employee customer service related questions as a component of his/her performance review	First implemented in the spring of 2008.	At the end of each fall and spring semester	SRC professional and leadership staff; Staff Advocate
Prepare and administer group exercise participant evaluations.	First implemented in the fall of 2000.	Each semester – at the end of each group exercise class	Associate Director; Programming and all group exercise instructors
Gather and review Student Centeredness Survey results.	First implemented in the spring of 2007.	Annually - following I.R. release of the survey data each year.	Director of the Office of Recreation

ASSESSMENT PLAN – OFFICE OF STUDENT INVOLVEMENT

1. Mission Statement: The Office of Student Involvement seeks to build community and is committed to provide students with opportunities for involvement that will enhance and compliment their UT experience. This is achieved through social, educational and developmental programs and support to help students get connected to campus, discover involvement, gain leadership opportunities and learn more about campus life.

This mission is in alignment with the mission of the Division of Student Affairs and the mission of The University of Toledo in that the focus is student centeredness.

Departmental Structure: The Office of Student Involvement is made up of the following programs and is overseen by the Director of the Office of Student Involvement.

- vi. Student Involvement; *2 Program Managers, Secretary, 1 Graduate Assistants*
- vii. Greek Life; *Program Manager, 1 Graduate Assistant*
- viii. Commuter Services; *Program Manager*
- ix. Leadership Development; *Director of the Office of Student Involvement*

Departmental Goals:

Provide involvement opportunities that promote;

- Personal and Professional Development
- Leadership Development
- Sense of Community and Institutional Pride

Student Learning and Service Outcomes aligned with the Office of Student Involvement mission and departmental goals.

1. 100% of the Students who take on leadership roles in **registered student organizations** will be able to identify at least one area of personal growth from participation (1. The importance of teamwork, 2. Understanding/execution of effective leadership, 3. A better understanding and respect for other cultures, or 4. Real-world application of academic knowledge outside the classroom) as demonstrated through discussions and advising relationships with Office of Dean of Student's staff, adherence to University policies and procedures, and the execution of diverse events and programs sponsored by student organizations.
2. 100% of the Greek students who participate in **Greek 101** will be able to identify at least one area of personal growth from participation. (1. A better understanding of ethical leadership, 2. The importance of community services, or 3. A better understanding of different cultures and how it relates to their Greek experience.)
3. 100% of the First year students who participate in the **First Reads program** will report that they have gained insight into their beliefs and thoughts through reading the book that is selected for the program and participating in at least 1 of the First Reads programs.
4. 100% of the **Leadership UT students** who participate in the first year of this scholarship program and complete the leadership course will be able to identify at least one way that s/he has grown in preparedness for a leadership role at UT.

5. 100% of the UT students who attend a **life@college program** will be able to identify at least two signs and symptoms of alcohol poisoning.

2. Departmental Assessment Structure

The Assistant Dean of Students is primarily responsible for overseeing assessment activities within the department. Individual programmers collect assessment data at the program/service level through evaluations.

3. Assumptions upon which Plan is Based

The Office of Student Involvement programs comply with the following professional association standards of practice:

i. Council for the Advancement of Standards in Higher Education (CAS)

- Campus activities programs should provide environments in which students and student organizations are afforded opportunities and are offered assistance to: participate in co-curricular activities; participate in campus governance; develop leadership abilities; develop healthy interpersonal relationships and use leisure time productively; explore activities in individual and group settings for self-understanding and growth; learn about varied cultures and experiences, ideas and issues, musical forms, and styles of life; and design and implement programs to enhance social cultural, multi-cultural, intellectual, recreational, community services, and campus governance involvement; comprehend institutional policies and procedures and their relationship to individual and group interests and activities; and learn of and use campus facilities and other resources.
- Fraternity and Sorority advising programs must promote the intellectual, social, spiritual, moral, civic, and career development and wellness of students; provide education and experience in leadership, group dynamics, and organization development, promote student involvement in co-curricular activities; promote sponsorship of and participation in community service and philanthropic projects; promote an appreciation for different lifestyles including cultural and religious heritages; and recognize and encourage the positive learning experiences that are possible in a fraternity and sorority community that has a diversified membership.
- Commuter and off campus living programs must ensure that all students have equitable access to programs, services and engagement opportunities regardless of place of residence. In addition, they must provide services and facilities to meet the basic needs of commuter and off campus students as determined by institutional assessment; ensure that all students benefit equitably from the institutions educational programs; provide engagement opportunities to assist commuter and off campus students and promote learning and development; and support the institution's vision for the student learning experience.
- Student leadership programs must provide students with opportunities to develop and enhance a personal philosophy of leadership that includes understanding of self, others, and community and acceptance of responsibilities inherent in community membership; assist students in gaining varied leadership experiences; use multiple leadership techniques, theories, and models; recognize and regard exemplary leadership behavior; and be inclusive accessible.

ii. National Association of Campus Activities (NACA)

- Professionals should assist students in developing and practicing appropriate balance between curricular, co-curricular and extracurricular involvement.
- Professionals should practice accountability and teach students to be accountable.
- Professionals should provide student leaders with clear expectations about their roles within the institution, and feedback on the extent to which the expectations are being met.

- Professionals should help students to present programs and engage in activities that avoid alcohol abuse and encourage responsible use of alcohol.
- Professionals should encourage students to develop tolerance and respect for and avoid discrimination towards persons or groups whose race, religion, economic status, gender, sexual orientation, national origin, age, ethnic background is different from their own, and/or who are physically disabled.
- Professionals should respect the limits of confidentiality in their relationships with students and should refer them to other individuals or agencies when their needs require additional expertise.

4. Methodology for Assessment

Table 1, Outcome 1: 100% of the Students who take on leadership roles in **registered student organizations** will be able to identify at least one area of personal growth from participation (1. The importance of teamwork, 2. Understanding/execution of effective leadership, 3. A better understanding and respect for other cultures, or 4. Real-world application of academic knowledge outside the classroom) as demonstrated through discussions and advising relationships with Office of Dean of Student’s staff, adherence to University policies and procedures, and the execution of diverse events and programs sponsored by student organizations.

Assessment Instrument / Data Source:	Schedule / Responsible Persons	Target Population	Data Collected
Leadership questionnaire	OSI staff will administer the questionnaire as a part of the Annual Report Process for student organizations.	All student leaders of registered student organizations.	Student leaders self-reports of personal growth as a result of participation in leadership roles

Table 2, Outcome 2: 100% of the Greek students who participate in **Greek 101** will be able to identify at least one area of personal growth from participation. (1. A better understanding of ethical leadership, 2. The importance of community services, or 3. A better understanding of different cultures and how it relates to their Greek experience.)

Assessment Instrument / Data Source:	Schedule / Responsible Persons	Target Population	Data Collected
Course evaluation	The instructor of the Greek 101 class will administer the evaluation near the end of the semester.	All UT students who take the Greek 101 class.	Students’ self-reports of personal growth as a result of participation in Greek 101

Table 3, Outcome 3: 100% of the First year students who participate in the **First Reads program** will report that they gained insight into their beliefs and thoughts through reading the book that is selected for the program and participating in at least 1 of the First Reads programs.

Assessment Instrument / Data Source:	Schedule / Responsible Persons	Target Population	Data Collected
Program Evaluation	Program facilitators will administer the evaluation at the conclusion of individual programs. Evals will be collected and compiled by OSI staff.	All first year UT students who participate in any of the First Reads programs.	Students' self-reports of insight gained into their beliefs and thoughts as a result of their participation in at least one First Reads program

Table 4, Outcome 4: 100% of the **Leadership UT students** who participate in the first year of this scholarship program and complete the leadership course will be able to identify at least one way that s/he has grown in preparedness for a leadership role at UT.

Assessment Instrument / Data Source:	Schedule / Responsible Persons	Target Population	Data Collected
Leadership UT questionnaire	The LUT instructor will administer the questionnaire near the end of each school year.	All UT students who are enrolled in the LUT year one class.	Students' self-reports of growth in preparedness for leadership roles at UT

Table 5, Outcome 5: 100% of the UT students who attend a **life@college program** will be able to identify at least two signs and symptoms of alcohol poisoning.

Assessment Instrument / Data Source:	Schedule / Responsible Persons	Target Population	Data Collected
Program Evaluation	Program facilitators will administer the evaluations at the end of each life@college session.	All SRC students who attend the life@college program.	Student program evaluation responses identifying at least two signs and symptoms of alcohol poisoning

5. Feedback Loop

The process for analyzing assessment data and implementing changes based on assessment findings for the Office of Student Involvement begins with the department staff. Staff members at the programming level are responsible to administer the measurement tools, collect the data, compile the data into a summary report and submit it to the Assistant Dean. The Assistant Dean then analyzes the data in terms of identifying changes that may need to be made as a result of the assessment findings and communicates these changes to the Office of Student Involvement staff for implementation. These changes and modifications will be discussed and finalized within the context of a departmental retreat during the summer.

Decisions or changes based on assessment findings may be made to the following:

- Learning and/or Service Outcomes to be measured.
- Measurement Tools used and/or the way/time they are administered.
- Program curriculum and/or instructional/facilitation methods
- Departmental resource allocation

The Office of Student Involvement assessment findings are included as a part of the Division of Student Affairs assessment report submitted to the University Assessment Committee. In the future, assessment data will also be communicated through a divisional annual report.

Stakeholders, including students, will have access to the Divisional assessment report via the UT Institutional Research website. Stakeholders will have access to the Divisional annual report via the Division of Student Affairs website.

6. Action Plan

Table 7. : Action Plan – Timelines and Responsible Persons

Actions	Implementation Date (1st time)	Ongoing Schedule/ Frequency	Responsible Person(s)
Prepare and administer the Leadership questionnaire as a part of the Annual Report process.	Will be implemented for the first time in the spring of 2011.	Annually - mid spring semester	Assistant Dean of Students
Prepare and administer the Greek 101 evaluation.	Will be implemented for the first time in the spring of 2011.	Annually - at the end of each spring semester.	Greek 101 instructor
Prepare and administer the First Reads program evaluation.	Will be implemented for the first time in the fall of 2010.	Each fall semester - within each First Read program.	Program facilitators.
Prepare and administer the LUT leadership readiness questionnaire as a part of the course evaluation.	First implemented in the spring of 2010.	Annually - near the end of each school year.	Instructor of the Leadership UT class.
Prepare and administer the program evaluation for life@college	First implemented in the fall of 2004.	Each fall semester - immediately following each life@college session.	life@college program coordinator

