University Assessment Committee
Service Unit Assessment Report
2010 – 2011

Instructions to UAC Liaisons:

Part I: Review the assessment reports submitted by the service units in your college and complete the table for each service unit using the following ratings.

Service Outcomes:
Level 0   No reported activity
Level 1   Service outcomes have been articulated but not all are written in terms of observable outcomes, some are unclear or not measurable
Level 2   Service outcomes have been created, they are clear and measureable.

Assessment measures:
Level 0   No reported activity
Level 1   A list of measures was developed to assess service outcomes and appear appropriate for service outcomes
Level 2   Measures are developed, described, aligned with service outcomes and include multiple sources of data, internal, external, direct and indirect

Assessment results:
Level 0   No reported activity or data
Level 1   A sample of assessment results/findings is presented
Level 2   A sample of assessment results/findings is presented and the significance of the data described

Actions to improve service:
Level 0   No reported activity
Level 1   At least one action to improve learning for the 2011 – 2012 academic year was indentified
Level 2   Actions were proposed to improve service outcomes and related directly to data and assessment results

Communication of unit outcomes:
Level 0   No reported activity
Level 1   Assessment results are shared within the program and/or department, with faculty and students
Level 2   Assessment results are shared with others outside the department or program including prospective students or at the college level

Students' involvement
Level 0   No reported activity
Level 1   Assessment results indicate that student involvement is included but could be improved
Level 2   Assessment results indicate that student involvement is well defined and utilized appropriately

College of __Division of Student Affairs_(DSA)__

Rate each program using the rating levels 0, 1, 2 based on your impression of the program's level of achievement regarding the various components of the process of assessment.

Program Name	Service outcomes	Assessment measures	Assessment results	Actions to improve service	Communication of results	Students' Involvement	Notes

Part II: After reviewing the reports submitted and completing the table for your college/unit, write a brief evaluation of your college activity and status as requested for each of the components of the assessment of students' learning.

II.1   Overview of the articulation and adequacy of service outcomes. (Description from the Unit template - List the specific service outcomes for the unit or components of the unit. These **must** be written in measureable, quantifiable terms. Service outcomes describe what services the unit provides to support teaching and learning.)

The programs within the six departments that comprised the Division of Student Affairs (DSA) in 2010-2011 have learning/service outcomes that are appropriately linked to the mission of the individual department and the Division Learning Goals, which are aligned with the University Core Values. The outcomes are student-focused and measurable. In the Division of Student Affairs students serve as staff and are direct providers of services for the Office of Recreation and the Office of Residence Life, and serve in leadership roles for the Office of Student Involvement. Student learning outcomes are concerned with the learning of students who participate in DSA programs, as well as the development of the Division's student staff members. Student Affairs outcomes are generally related to three areas: student retention, student knowledge acquisition and development, and student satisfaction with DSA programs and services.

II.2   Selection and identification of a range of assessment methods. (Description from the Unit template - Complete the following table. Include the explicit assessment measures or methods used as a means to confirm that the intended services for your unit have been successfully provided. For each measure, provide information about the frequency of data collection and the review of this information. Add additional rows as needed.)

Each department in the Division of Student Affairs provided information regarding the sources and types of data collected, the frequency of data collection and review, and the individuals responsible for reviewing the data.

Measures have been developed and described that are appropriate for assessing the attainment of student outcomes related to the programs in each department. Each department has identified multiple types of assessment data that allow for comparisons over time. Benchmarks have been established for the measures used to assess DSA outcomes.

A variety of measures are used by the departments in the DSA to assess attainment of student outcomes, including: retention rates, student GPAs, student demonstration of knowledge/skills learned, successful completion of student field placements, student self-report of knowledge gained/personal development, exam results, client/student self-rating of symptom improvement, counselor rating of client symptom improvement, program evaluation/survey responses, and program/service satisfaction ratings.

II.3   Appropriateness and adequacy of reports of results for the college. (Description from the Unit template - Provide a sample of your findings for 2010-2011. Report the data collected for at least three of the measures listed in the table above. In a brief narrative, describe the significance of these data, how they provide evidence that your unit is meeting its service objectives.)

The results for a total of 22 measures were reported by the six departments for 2010-2011 in the Division of Student Affairs. All but two departments in the division reported data for at least three assessment measures. Changes in staffing and the need for closer monitoring of data collection were cited as issues for the two departments that reported on only two measures. The results presented provided evidence that the established benchmarks were achieved for 18 (82%) of the reported measures. In addition to reporting the data/findings related to 22 measures, most of the six departments also described the significance of the results/findings presented.

 As stated above, the outcomes for the DSA departments generally fall into three areas: student retention, student knowledge acquisition and development, and student satisfaction with DSA programs and services. Departments with outcomes that are primarily concerned with retention include the Offices of Residence Life, Multicultural Student Success, and the Dean of Students. A review of the assessment data submitted for 2010-2011 revealed that the benchmark was achieved for five (83%) of the six reported measures that were related to retention. These data suggest that the majority of DSA programs and services focused on retention have a positive impact on student retention.   In instances where outcomes were not achieved, corrective actions will be implemented throughout the 2011-2012 assessment period.

Four departments in the DSA (Office of Recreation, Office of Student Involvement, Office of the Dean of Students, and the University Counseling Center) reported results for measures that are related to outcomes concerned with student knowledge acquisition and development. The results for measures related to outcomes concerned with student knowledge acquisition and development were overwhelmingly positive, as the established benchmarks were achieved for 10 (91%) of the 11 measures.

Results from surveys or evaluations administered in 2010-2011 to assess student satisfaction with the programs and services provided by departments in the DSA were reported by the Office of Recreation, Office of Multicultural Student Success, Office of Residence Life, and the Counseling Center. The results provide evidence that overall students were very satisfied with the programs and services provided by these departments during the 2010-2011 academic year.

EXAMPLES OF RESULTS FOR MEASURES ASSESSING OUTCOMES THAT DID NOT MEET THE STANDARD ESTABLISHED BY THE DEPARTMENT:

Retention Outcome (*Office of the Dean of Students*): Of the 269 incoming freshmen that participated in retention programs offered by the DOS, only 150 students returned for the second year. The 55.8% retention rate was well below the goal of 70%. The Office has developed new retention initiatives and modified existing programs for 2011-2012.

Student Development Outcome (*Office of Student Involvement*): There were 167 student organizations that turned in an Annual Report for the 2010-2011 academic year. Of the 167 reports submitted, 161 (or 96.4%) of the student leaders were able to answer the question asking them to identify an area of personal growth as a result of participation in a leadership role. Although the 100% goal for this measure was not achieved, a very high proportion of the student organization leaders self-reported personal growth as a result of their experiences as student leaders.

Satisfaction Outcome (*Office of Recreation*): More than 75% of all UT students completing the Student Centeredness Survey reported they were satisfied or highly satisfied with the SRC as a facilities and services option. The 85% student satisfaction goal was not met. The Office plans to do a follow-up survey to obtain additional feedback.

II.5   Appropriateness and adequacy of reported actions to improve service across the college.
(Description from the Unit template - Describe examples of changes made in your unit in response to the data gathered – you do not need to limit this discussion to the data presented in section V above. Explicitly describe the data/source of data that led to the changes. These changes or modification can be at any level in the unit, for example, at the point of delivery, in unit practices, or in policies. If no changes are planned for the upcoming year (2011 – 2012) please state that this is the case.

Actions to improve programs and/or services were identified by all six departments in the Division of Student Affairs. These actions include development of new programs and changes to existing programs, implementation of new recruitment strategies, expansion of the number of living learning communities, formation of the Office of Health Promotion, placement of additional exercise equipment in some residence halls, and potential changes to the manner in which students are assigned to counselors. In most departments these actions were directly linked to the assessment results that led to them.

Sample of changes identified to improve DSA programs and services that are linked directly to 2010-2011 assessment findings:

- As a result of 2010-2011 assessment findings related to retention, the Office of the Dean of Students has developed new retention initiatives and modified existing ones. For example, the Rocket2Rocket program used to pull from Blue and Gold Scholars. Blue and Gold Scholars are now being handled differently by the institution, so the Rocket2Rocket Program is focusing on retaining Commuter Students. Students self-selected to be part of the program as well. Retention has become a bigger focus and we are developing ways to retain students in all areas of DOS.

- In response to the 75% satisfaction rating of the Student Recreation Center on the UT Student Centeredness Survey, the SRC will conduct a survey of UT students asking what equipment, programs and improvements they would like to see at the Rec. Based on the feedback obtained, additional equipment will be provided and/or modifications to programs/services will be considered.

- The data collected related to Living Learning Communities suggesting LLCs have a positive impact on students' GPAs and retention rates led us to expand the number of living learning communities offered to residents.
    - The Global Entrepreneurship and Innovation Living Learning Community opened in the Fall of 2011 as a partnership with the College of Business and Innovation.
    - The Leadership Through Service Living Learning Community opened in the Fall of 2011 as a partnership with the Office of Academic Engagement.

- Additional exercise equipment was placed in several residence halls in response to student feedback obtained at the new Town Hall meetings indicating a lack of sufficient equipment.

- The EBI Resident Assessment data indicating dissatisfaction with the aesthetic of the building contributed to ongoing renovations to Carter Hall.

II.6 **Communication of assessment results.** (Description from the Unit template - Describe how your unit assessment results are made known to stakeholders. This should include any communication to students, faculty, administrators, or prospective students as well as to the larger university community.)

A variety of methods are used by departments in the DSA to communicate assessment findings to internal (students, faculty, staff, administrators) and external (prospective students, prospective employers, alumni, accrediting agency) stakeholders. All departments share their assessment findings with departmental staff and with the DSA leadership team. Assessment results in some departments are also discussed at advisory council and other committee meetings. The University Counseling Center includes assessment findings in an annual report to its accrediting body. Additional ways to share assessment results with others outside the Division should be identified.

II.7 **Students' involvement in the assessment process. (Description from the Unit template -** Describe how students are involved in any aspect of the assessment process for your unit. This could involve eliciting their feedback and recommendations for services in general or their participation on unit committees or advisory boards that review data and recommend changes. Also include any strategies used to encourage students to provide feedback that has the potential to result in changes.

All departments within the Division of Student Affairs utilized surveys or program evaluations in 2010-2011 to obtain student feedback to be used for assessment. LLC focus groups and Resident Town Hall meetings serve as additional opportunities for student input to the assessment process in the Office of Residence Life.

In a majority of DSA departments, student leaders as well as advisory boards and committees with student membership, are highly involved in the activities of the department and have input into decisions impacting its programs and services. Assessment data are shared with these student groups and recommendations for improvements to programs and services to address identified issues are solicited.

Additional ways to formally involve students in the assessment process have been or will be identified by some departments (Office of Recreation and the Counseling Center). Finally, including student membership on the DSA assessment committee would provide another opportunity for student involvement in the assessment process.

Part III: Identify your college's strengths related to the assessment of student services and any possible concerns that should be addressed, opportunities for development, support needed for assessment activity.

Strengths

Each department in the Division of Student Affairs has articulated student learning/service outcomes that are aligned with the missions of the individual department and the Division, and are mapped to the University's core values. The outcomes are measurable and student-focused. Multiple measures that are appropriate for assessing the attainment of student outcomes have been identified, and benchmarks have been established for each measure. Assessment data were collected and reviewed, and actions to improve programs and services were identified by each department based on the findings.

Concerns/Opportunities for development

- The need for closer monitoring of data collection was identified by two departments to enhance the reporting of their assessment results.

- To better assess the effectiveness of their programs and services, the Office of Multicultural Student Success and the University Counseling Center identified additional outcomes or changed the outcomes to be assessed in their areas.

- Assessment of the newly formed Office of Health Promotion and the UT S.W.A.T. Team will be added to the Division's report in the future.

- A new database for Student Conduct is being implemented to allow for better tracking of student data used for assessment.

- Additional formal mechanisms to increase student involvement in the assessment process have been or will be identified where appropriate at the department level. Student membership on the Student Affairs assessment committee would help to ensure additional student involvement in the assessment process.

- Additional ways to share assessment results, as appropriate, with others outside the Division should be identified.

Support needed for assessment activity

- The loss of the Division of Student Affairs Assessment Manager will need to be addressed.

Unit Name University of Toledo Counseling Center_____ **Date** 9/23/11____

Unit Director(s) Stanley Edwards, Ph.D._____

Instructions:

Please respond to the items below to describe the assessment activity in the unit. The completed form should be submitted as a Word document to your University Assessment Committee (UAC) liaison.

Outcomes for all components of your unit will be summarized by your unit UAC liaison.
This summary report will then be submitted to the UAC. The UAC will in turn develop a report for the Provost's Office, summarizing assessment activity across all service units and academic program in all colleges.

I.   **Mission:**

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 and, thereby, support and enhance the missions of the Division of Student Affairs and The University of Toledo.

II.   **External accreditation status:**

The University Counseling Center is accredited by the International Association of Counseling Services, Inc. The last site visit occurred in April of 2007. The UCC has submitted an application for re-accreditation (summer, 2011) and is currently awaiting a date for a site visit.

III.   **Service outcomes:**

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.

Service 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.
- At least 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.
- Students/clients will report a statistically significant improvement in symptoms on a measure designed to validate treatment outcomes.
- UCC counselors will report a statistically significant improvement in student/client symptoms on a measure designed to validate treatment outcomes.
- 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.

IV.   Assessment measures:
Complete the following table. Include the explicit assessment measures or methods used as a means to confirm that the intended services for your unit have been successfully provided. For each measure, provide information about the frequency of data collection and the review of this information. Add additional rows as needed.

	Service Outcomes	Data Collection methods, metrics; Sources of data	Frequency of data collection and review	Person(s) responsible for reviewing data
1	Client rating of satisfaction with services	Administration of a client satisfaction survey	Data collection to occur annually during the spring semester	Director of the UCC

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2	Client self report of learning outcomes	Administration of a client satisfaction survey	Data collection to occur annually during the spring semester	Director of the UCC
3	Student/client self rating of symptom improvement	Participation in an empirically validated research study examining the perceived effectiveness of brief therapy.	On-going data collection and review at least annually.	Director of the UCC
4	UCC counselor rating of student/client symptom improvement	Participation in an empirically validated research study examining the perceived effectiveness of brief therapy.	On-going data collection and review at least annually.	Director of the UCC
5	Demonstration of Clinical competencies at minimum or above average level	Supervisor evaluations	Evaluations conducted at least once per academic year	Supervisors of externs from UT Clinical Psychology, Counselor Education and Supervision programs
6	Successful completion of field placement assignment for UT social work program trainees	Supervisor evaluations	Evaluations conducted at least once per academic year	Supervisors of externs from UT Social Work program
7	Increase number of students who attend outreach programs in which a UCC staff member is presenting/providing information about the UCC.	UCC logs recording the number of students who attend outreach programs	Annual	Director of the UCC

V. Assessment results:

*** The UCC did not complete a client satisfaction survey during the 2010-2011 academic year due to the Center engaging in an on-going research study examining the perceived effectiveness of UCC services. This report will provide preliminary results of the on-going study. In future assessment plans/reports the UCC will conduct and report on the results of both the client satisfaction survey and the on-going research project.*

Regarding service outcome #3, the on-going research study indicates a statistically significant improvement in student/client self-reported symptoms over the course of brief counseling. Students indicated a 7.3 point improvement on a symptom scale.

Regarding service outcome #4, the on-going research study indicates a statistically significant improvement in counselor report of student/client symptoms over the course of brief counseling. Counselors indicated a 7.5 point improvement on a symptom scale.

Regarding service outcome #5, eight of eight trainees (100%) from the UT Clinical Psychology, and Counselor Education and Supervision programs completed training successfully.

The data collected on the above measures indicates that UT students seeking counseling services at the UCC generally believe that the services have helped to improve their symptoms and thus have helped them toward persistence in gaining a better understanding of themselves and their concerns. The results also speak to the UCC providing high quality psychological services that assist students toward their degree. These results also indicate that the UCC is continuing to reach the mission of providing training opportunities for UT graduate students.

VI. **Actions to improve services:**
While no specific changes have been made, the preliminary results of the on-going study have indicated that students begin to establish a positive working alliance with a counselor at their initial meeting. Currently, those students may be assigned to work in on-going counseling with a separate counselor than the counselor with whom they initially met. The UCC will examine the utility of assigning students to continue their on-going counseling with the counselor with whom they initially met.

VII. **Communication of unit outcomes:**
The results of the unit assessment are reported to the Vice President for the Student Experience, as well as to the student led General Fee Committee during the annual General Fee hearings. Results are also reported to the UCC's accrediting body the International Association for Counseling Services (IACS).

VIII. **Students' involvement**

Students are directly involved in the assessment process by participating in the on-going research study and/or the annual satisfaction survey. Student responses to both measures are used in making changes to UCC policies and/or procedures as needed. The UCC will also develop a student advisory board to review the results of both measures and make recommendations for changes to UCC policies and/or procedures.

IX. **Actions to improve the process of assessment**

As a result of the data gathered (specifically student/counselor generated symptom change data) the UCC has decided to make the empirical study of the perceived effectiveness of UCC services an on-going research project. This will allow the UCC to continually evaluate services and to make necessary changes based on results of the research. This will also allow UCC counselors to examine personal and professional factors of counselors that impact student/client outcomes.

The UCC plans to increase student involvement in the assessment process by forming a student advisory board that will review results of the on-going study and the satisfaction survey and make recommendations for improvements.

Unit Name Office of the Dean of Students   **Date** 10-06-2011

Unit Director(s) Michele Martinez

X.   Mission:
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.

XI.   External accreditation status:
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).

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

XIII.   Assessment measures:

	Service Outcomes	Data Collection methods, metrics; Sources of data	Frequency of data collection and review	Person(s) responsible for reviewing data
1	All students who receive services from the Office of the Dean of students will be satisfied with their experience	Satisfaction survey/ Satisfaction ratings, student feedback regarding service	Collected after each student use of services/ reviewed end of each academic year	DOS Office staff
2	At least seventy percent of students who have Student Code of Conduct alcohol violations will not have additional alcohol violations	The Judicial Officer, the student conduct database/ Proportion of student conduct alcohol violators who have no subsequent alcohol violations	End of each academic year	Student Conduct Officer
3	At least seventy percent of freshman students who participate in retention programs will achieve a 2.0 cumulative grade point average or better	Institutional student data/ Grade point averages	End of each academic year	Retention Specialist
4	At least seventy percent of freshman students who participate in retention programs will return for their sophomore year of college	Institutional student data/ Registration status of students who participated in retention programs during the previous year	Each Fall semester- on 15th day	Retention Specialist

XIV.   Assessment results:
Retention programs

269 incoming freshmen participated in retention programs in DOS. Of that, only 150 returned for second year, for a 55.7% retention rate, well below the goal of 70%. The 150 students retained had an average CUM GPA of 2.68.

Student Conduct

144 students had first-time Student Code of Conduct alcohol violations. Only 6 had additional violations. 95.8% of students who had Student Code of Conduct alcohol violation did not have additional violations. This is most likely due to new programming such as Party Smart Campaign and the hiring of an Alcohol and Other Drug Prevention Specialist, which reduced the number of first time offenders. The education sanctions imposed on the first time offenders were successful.

XV.   **Actions to improve services:**
As a result of last year's assessment findings related to retention, we have developed new retention initiatives and have adjusted existing ones. For example, the Rocket2Rocket program used to pull from Blue and Gold Scholars. Blue and Gold Scholars are now being handled different institutionally, so the Rocket2Rocket Program is focusing on retaining Commuter Students. Students self-selected to be part of the program as well. Retention has become a bigger focus and we are developing ways to retain students in all areas of DOS.

Based off of last year, a new office is being formed, the Office of Health Promotions.

Next assessment cycle, we will look at a new assessment plan for this office. Currently, all aspects of that office are assessed in other areas.

Also, DOS is implementing a new database for student conduct to better track students.

XVI.   **Communication of unit outcomes:**
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).

XVII. Students' involvement
Students complete a satisfaction survey. Students are involved through the Student Affairs Advisory Board, which meets monthly, and the Student Activities Committee, which meets weekly. In order to better serve students, assessment findings will be discussed annually with these organizations with opportunity to give input and ideas for the future.

XVIII. Actions to improve the process of assessment
No major changes to current assessment plan, other than monitoring collection of data more closely to ensure we are getting appropriate data to aid in assessment. This includes new student conduct database, as well as internally monitoring progress of data collection midway through the assessment cycle. Will conduct same assessments to have comparable data and make calculated adjustments in future.

Addition of Office of Health Promotions assessment in 2012-2013 assessment cycle. 2011-2012 assessment will begin to bring together the already set, individual assessments within this area and create new assessment goals working collaboratively together.

Unit Name Office of Multicultural Student Success   **Date** 10-6-2011

Unit Director(s) Michele Martinez

XIX. Mission:
The mission of The Office of Multicultural Student Success is to create a supportive environment for students of various cultures and diverse backgrounds.

The Office of Multicultural Student Success strives to enhance the recruitment and retention efforts of The Division of Student Affairs and to celebrate all cultures, including African American, Asian American, Latino American, Native American and LGBTQA students.

The Office of Multicultural Student Success provides programs and services intended to benefit and promote The University of Toledo's Culture of Diversity.

XX. External accreditation status:
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).

XXI. Service outcomes:
   i.   Satisfaction with the OMSS will increase by two percent on the annual student centeredness survey
   ii. At least seventy percent of first year African American students who participate in AAEP programs will be retained from first to second year.
   iii. At least seventy percent of first year Latino students who participate in Latino programs will be retained from first to second year.
   iv. All students surveyed who access/attend LGBTQA services/programs will give satisfactory or better ratings of the LGBTQA services and programs on the LGBTQA satisfaction survey.

XXII. Assessment measures:

	Service Outcomes	Data Collection methods, metrics; Sources of data	Frequency of data collection and review	Person(s) responsible for reviewing data
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	Student centeredness survey/ Satisfaction with OMSS	Annually	Director of OMSS
2	At least seventy percent of first year African American students who participate in AAEP programs will be retained from first to second year	Assessment report generated by the Office of Institutional Research/ Registration status of students who participated in AAEP programs during the previous Fall semester	Every Fall semester	Program Coordinator for AAEP Initiatives
3	At least seventy percent of first year Latino students who participate in Latino programs will be retained from first to second	Assessment report generated by the Office of Institutional Research/ Registration status of students who participated in Latino programs during the	Every Fall semester	Program Coordinator for Latino Initiatives

	year	previous Fall semester		
4	Seventy-five percent of students surveyed who attend SAFE PLACE or DIVERSITY training will report knowledge increase and future behavior modification	Survey	Administered after each training and assessment of all data will occur every Fall semester	Program Coordinator for LGBTQA/Diversity Initiatives

XXIII. Assessment results:

Student Satisfaction with OMSS

As reported by the Office of Institutional Research in the annual Student Centeredness Survey, student satisfaction with OMSS (Satisfied and Very Satisfied) went from 45.5% in 2008 to 44.4% in 2010. So, we did not reach our 2% increase that we wanted. 45.8% of students surveyed scored this question as "neutral", meaning they may not utilize our services. This will be addressed in ways to improve assessment.

AAEP and LGBTQA programs and services

Due to staffing changes during the past year, appropriate data could not be found for these assessment areas. This issue has been addressed and proper documentation and collection of data is already set in place for the next assessment cycle.

Latino programs and services

Instead of looking at retention rate from fall to spring, we decided to make this first to second year retention. Out of the 30 students who participated in Latino programs, 23 of those students returned for their second year, making the retention rate 76.6%, 6% above our goal of 70%. The 23 students returning had an average CUM GPA of 3.00.

XXIV. Actions to improve services:

OMSS is focusing more on retention now. Assessing from first to second year, and programming accordingly. OMSS is planning more retention programs and one-on-one mentoring with students to get them more connected to the University and help them be successful as early as possible. With the new programming and monitoring of the programming in place, we will be able to better assess the retention rates in the next assessment cycle. Will conduct same assessments to have comparable data and make calculated adjustments in future.

XXV. Communication of unit outcomes:
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).

XXVI. Students' involvement
Students provide input to the assessment process by completing surveys. Students are involved through the Student Affairs Advisory Board which meets monthly, and the Student Activities Committee which meets weekly. In order to better serve students, assessment findings will be discussed annually with these organizations providing an opportunity for students to give input and ideas for the future.

XXVII. Actions to improve the process of assessment

No major changes to current assessment plan, other than monitoring collection of data more closely to ensure we are getting appropriate data to aid in assessment. This will include internally monitoring progress of data collection midway through the assessment cycle.

Changed retention outcomes to assess first to second year retention, instead of fall to spring retention.

To improve LGBTQA/Diversity assessment, we will focus on the educational trainings of Safe Place and Diversity trainings and monitor knowledge increase and behavior modification after trainings, rather than the satisfaction survey previously said to be used.

Unit Name Office of Recreation   **Date October 4, 2011**

Unit Director(s) Associate Directors Nancy Burhans and Angela Green

Instructions:

Please respond to the items below to describe the assessment activity in the unit. The completed form should be submitted as a Word document to your University Assessment Committee (UAC) liaison.

Outcomes for all components of your unit will be summarized by your unit UAC liaison.
This summary report will then be submitted to the UAC. The UAC will in turn develop a report for the Provost's Office, summarizing assessment activity across all service units and academic program in all colleges.

XXVIII.   Mission:

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.

XXIX. External accreditation status:

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.

XXX. Service outcomes:

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.

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.

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.

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

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.

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.

XXXI. Assessment measures:

Complete the following table. Include the explicit assessment measures or methods used as a means to confirm that the intended services for your unit have been successfully provided. For each measure, provide information about the frequency of data collection and the review of this information. Add additional rows as needed.

	Service Outcomes	Data Collection methods, metrics; Sources of data	Frequency of data collection and review	Person(s) responsible for reviewing data
1	100% of the SRC student leaders will self report improvement in leadership skill and knowledge: knowledge acquisition, cognitive complexity, intrapersonal development, interpersonal competence, humanitarianism, and practical competencies.	Self report pre test and post tests will be given.	Pre test will be given at the beginning of the academic year and the post test will be given at the end of the academic year. Data will be reviewed and compared after the post test is given.	Director of Recreation
2	At least 90% of the UT students who participate in American Red Cross certification classes will meet course objectives set by the ARC; passing written and skill assessments to receive certification.	Each class will end with a written and skill assessment test.	Tests will be taken and graded at the end of each class	Instructor of each class and ultimately the Associate Director, Programming
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.	Written evaluations will be given at the conclusion of each internship and graduate assistantship experience.	At the end of each internship and graduate assistantship experience.	Director of Recreation
4	At least 90% of the SRC student employees will report an understanding of positive customer service each semester of employment	An employee performance review which includes questions about what was learned related to customer service will be given	Reviews will be given to all 190 student employees at the end of each semester.	Each department head and ultimately the Director of Recreation

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.	A program evaluation for group exercise classes which includes a question asking about what was learned about personal health and fitness while attending group exercise classes will be given.	Evaluations will be given at the end of fall semester and at the end of spring semester.	Associate Director, Programming
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 and service option.	This will be a question on the Student Centeredness Survey	Once per year	UT's Institutional Research department will administer the survey and review the data.

XXXII. Assessment results:

  i. 100% of the nine students surveyed reported improvement in all of the CAS competencies. Nine students were surveyed.
  ii. 95% of the 292 students who took ARC certification classes passed the skills and written tests and became certified.
  iii. 100% of 16 interns and GA's reported that their experience contributed to their career readiness in significant and specific ways. Sixteen students reported.
  iv. 91% of SRC's 160 student employees reported an understanding of positive customer service.
  v. 96% of the 448 participants in group exercise classes identified at least one thing they had learned about personal health or fitness each semester.
  vi. More than 75% of all UT students completing the Student Centeredness Survey reported they were satisfied or highly satisfied with the SRC as a facilities and services option.

The SRC is meeting its objectives by serving students and giving them a venue to learn important skills and to acquire knowledge that will enhance their career opportunities.

XXXIII.   Actions to improve services:

In response to the 75% satisfaction rating, the SRC will conduct a survey of the UT students asking what equipment, programs and improvements they would like to see at the Rec. Based on the feedback obtained, additional equipment will be provided and /or modifications to programs / services will be considered.

XXXIV.   Communication of unit outcomes:

The results of the survey are shared with the SRC professional staff and the Leadership team and are given to the Dean of Students.

XXXV. Students' involvement

Feedback used for assessment is provided by students on surveys and written evaluations, and during student staff performance reviews. The SRC is run "for the students, by the students", so the SRC student employees have a vested interest in making the SRC run smoothly. SRC student leaders have input into management decisions on a regular basis. Students have been surveyed for their opinions on cardio and weight equipment when we are considering a purchase.   We also have a suggestion box at the front desk that we act upon each time we receive a suggestion.

XXXVI.   Actions to improve the process of assessment

Plan to identify additional ways to increase student involvement in the assessment process.

Unit Name: Residence Life   **Date:** September 16, 2011

Unit Director(s): Jo Campbell

Instructions:

Please respond to the items below to describe the assessment activity in the unit. The completed form should be submitted as a Word document to your University Assessment Committee (UAC) liaison.

Outcomes for all components of your unit will be summarized by your unit UAC liaison.
This summary report will then be submitted to the UAC. The UAC will in turn develop a report for the Provost's Office, summarizing assessment activity across all service units and academic program in all colleges.

XXXVII.   Mission:

If your unit has a mission statement that is different from the university/college mission, please provide it.

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.

XXXVIII.   External accreditation status:

If any component of your unit is reviewed and accredited by an external organization, please provide information regarding your accreditation status including the name of the accrediting body and the date of your next self-study and review.

Our department is not reviewed and accredited by an external organization. We are informed of good practices in our functional area by the following national organizations:

National Association of Student Personnel Administrators

American College Personnel Association-College Student Educators International

Association of College and University Housing Officers-International

Council for the Advancement of Standards in Higher Education

XXXIX.   Service outcomes:

List the specific service outcomes for the unit or components of the unit. These **must** be written in measurable, quantifiable terms. Service outcomes describe what services the unit provides to support teaching and learning.

1. Students living on campus, participating in a living learning community will achieve a higher semester GPA than non-participating students.
2. Students living on campus, participating in a living learning community will be retained at a higher rate than non-participating students.
3. Students living on campus will achieve a higher semester GPA than non-residents.
4. Students living on campus will be retained at a higher rate than non-residents.
5. Students who are on-campus residents will be provided with living environments that are reasonably-priced, safe, clean and well-maintained.
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.

XL.   Assessment measures:

Complete the following table. Include the explicit assessment measures or methods used as a means to confirm that the intended services for your unit have been successfully provided. For each measure, provide information about the frequency of data collection and the review of this information. Add additional rows as needed.

	Service Outcomes	Data Collection methods, metrics; Sources of data	Frequency of data collection and review	Person(s) responsible for reviewing data
	Students living on campus, participating in a living learning community will achieve a higher semester GPA than non-participating students.	Institutional Research Database: Semester GPA data from LLC participants and non-participants living on campus	After end of each semester	Assistant Director
	Students living on campus, participating in a living learning community will be retained at a higher rate than non-participating students.	Institutional Research Database: Student enrollment data from LLC participants and non-participants living on campus	Beginning of each semester	Assistant Director
	Students living on campus will achieve a higher semester GPA than non-residents.	Institutional Research Database: Semester GPA data from on-campus residents and non-residents	After end of each semester	Assistant Director
	Students living on campus will be retained at a higher rate than non-residents.	Institutional Research Database: Student enrollment data from on-campus residents and non-residents	Beginning of each semester	Assistant Director
	Students who are on-campus residents will be provided with living environments that are reasonably-priced, safe, clean and well-maintained.	Survey, Educational Benchmarking (EBI) Resident Assessment: Satisfaction measures of safety, facilities, services, and overall value	Fall of even numbered years	Assistant Director
	Students who are on-campus residents will be provided with living environments that are reasonably-priced, safe, clean and well-maintained.	Exit Survey: Student qualitative responses to: Reason for leaving UT	Each semester, as needed	Assistant Director

	Students who are on-campus residents will be provided with living environments that are reasonably-priced, safe, clean and well-maintained.	Facility work-order report: Number of work order requests processed for maintenance and custodial concerns	Ongoing	Assistant Director
	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.	Survey, Educational Benchmarking (EBI) Student Staff Assessment: Satisfaction measures of staff selection, job expectations and demands, supervisor, training, interactions with residents	Fall of even numbered years	Assistant Director
	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.	Student Conduct Records: Number of cases per type of policy violation	After end of each semester	Assistant Director
	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.	LLC Pre/Post Survey: Student feedback regarding expectations of LLC experience	Beginning of Fall semester	Assistant Director

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.	LLC Pre/Post Survey: Satisfaction measures of LLC experience, impact on academic performance	End of Fall semester	Assistant Director
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.	LLC Focus Groups	Annually	Academic Coordinator/COIL Assistant Dean
Students who are on-campus residents will be provided with living environments that are reasonably-priced, safe, clean and well-maintained.	Resident Town Hall Meetings	Annually	Director and senior leadership team

XLI. **Assessment results:**
Provide a sample of your findings for 2010-2011. Report the data collected for at least three of the measures listed in the table above. In a brief narrative, describe the significance of these data, how they provide evidence that your unit is meeting its service objectives.

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

Measure: Semester GPA data from LLC participants and non-participants living on campus

	N	Fall GPA	Spring GPA
LLC participants	603	2.720	2.614
LLC Non-participants	1,685	2.533	2.501

Significance: Students who participated in the living learning communities achieved a higher semester GPA than non-participating students living on campus.

Student Outcome: Semester to semester and fall to fall retention rates of students living on campus, participating in a living learning community, will be higher than non-participating students.

Measure: Student enrollment data from LLC participants and non-participants living on campus

	N	Fall 2010 to Spring 2011 Retention Rate	Fall 2010 to Fall 2011 Retention Rate
LLC participants	603	538 (89.2%)	419 (69.5%)
LLC Non-participants	1,685	1461 (86.7%)	1,076 (63.7%)

Significance: Students who participated in the living learning communities were retained by the University of Toledo at a higher rate than non-participating students.

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

Measure: Semester GPA data from on-campus residents and non-residents

GPA Data	N Fall*	Fall 2010 GPA	N Spring*	Spring 2011 GPA
On-campus residents	2,285	2.582	1,197	2.531
Non-residents	1,403	2.430	1,187	2.392

 * Fall and spring census point enrollment includes students that may not have
 a GPA due to administrative adjustments etc.

Significance: Students living on campus achieved a higher mean semester GPA than non-residents.

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

Measure: The EBI Resident Survey is designed to measure students' perceptions of their satisfaction, campus climate, and learning outcomes. In Fall 2010, 1512 residents participated in the study.

Satisfaction Measure	n	Mean Score (1=strongly dissatisfied, 7=strongly satisfied)
Safety and Security	1376	5.57
Facilities (cleanliness of the facility, and timeliness of repairs)	1379	5.19
Services (cable, laundry, vending, computing, desk operations, common areas)	1379	5.35
Comparing the cost to the quality, rate the overall value of the residence hall experience	1350	4.16

Measure: Facility work order report showing number of work order requests (total of 4849) recorded for maintenance and custodial concerns between Fall 2010 and Spring 2011, and the number of days for each order to be completed.

Number of days for work orders to be completed:	
2010-2011	
Mean	Mode
27	1

Significance: Students who are on-campus residents reported that they are satisfied with the safety and security of their building, the cleanliness of the facility and the timeliness of repairs, and the services provided within the halls. Students were less satisfied with the cost of the services compared to quality.

Most maintenance and custodial requests were addressed and closed within the same day. The average number of days for maintenance and custodial work order requests to be completed between Fall 2010 and Spring 2011 decreased, indicating improved efficiency in services to students.

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

Measure: Student enrollment data from on-campus residents and non-residents

Retention Rates	N	2010-2011	
		Fall 2010 to Spring 2011	Fall 2010 to Fall 2011
On-campus residents	2,288	1,999 (87.4%)	1,495 (65.3%)
Non-residents	1,406	1,188 (84.5%)	913 (64.9%)

Significance: Students living on campus were retained by the University of Toledo at a higher rate than non-resident students. Student self-reported data describing their reasons for leaving reflect concerns with finances and academics, and a desire to attend a different institution. These data suggest that students are leaving the institution for both financial and academic reasons.

Measure: Students' self-reported reasons (on exit survey) for leaving UT.

Students who move out of their room are asked to complete an exit survey, (Fall 2010 n=657, Spring 2011 n= 286). Of the students who completed the survey and reported that they were not returning to the University of Toledo, (Fall 2010 n=173, Spring 2011 n=85), the top three reasons for their departure were:

Fall 2010	Spring 2011
To attend another school (42%)	Financial reasons (21%)

Financial reasons (17%)	Academic reasons (15%)
Academic reasons (5%)	To attend another school (14%)

Significance: Student self-reported data describing their reasons for leaving reflect concerns with finances and academics, including a desire to transfer to a different institution. These data suggest that students are leaving the institution for both financial and academic reasons.

XLII. Actions to improve services:
Describe examples of changes made in your unit in response to the data gathered – you do not need to limit this discussion to the data presented in section V above. Explicitly describe the data/source of data that led to the changes. These changes or modification can be at any level in the unit, for example, at the point of delivery, in unit practices, or in policies. If no changes have been made or are planned for the upcoming year (2011 – 2012), please state that this is the case.

- The data collected related to Living Learning Communities suggesting LLCs have a positive impact on students' GPAs and retention rates led us to expand the number of living learning communities offered to residents.
  - The Global Entrepreneurship and Innovation Living Learning Community opened in the Fall of 2011 as a partnership with the College of Business and Innovation.
  - The Leadership Through Service Living Learning Community opened in the Fall of 2011 as a partnership with the Office of Academic Engagement.
- Additional exercise equipment was placed in several residence halls in response to student feedback obtained at the new Town Hall meetings indicating a lack of sufficient equipment.
- The EBI Resident Assessment data indicating dissatisfaction with the aesthetic of the building contributed to ongoing renovations to Carter Hall.

XLIII. Communication of unit outcomes:
Describe how your unit assessment results are made known to stakeholders. This should include any communication to students, faculty, administrators, or prospective students as well as to the larger university community.

The Office of Residence Life publishes an annual report, highlighting the accomplishments of the department. EBI assessment data, student conduct statistics, and Living Learning Community statistics are included.

The Office of Institutional Research assists in the development of the Living Learning Community annual assessment report. The document is reviewed in a meeting with the members of the LLC Advisory Board.

Results of our assessments are distributed to various committees that include students- including the Dining Committee, the University Safety Awareness Committee, the Alcohol, Tobacco and Other Drug Prevention Committee, the Health Professions Living Learning Community Advisory Board, the Living Learning Community Advisory Board, the Residence Life Council and the Greek Village Policy Committee. These groups provide suggestions for changes to Residence Life including amending protocols, adjusting staffing patterns and clarifying policies.

XLIV. **Students' involvement**
Describe how students are involved in any aspect of the assessment process for your unit. This could involve eliciting their feedback and recommendations for services in general or their participation on unit committees or advisory boards that review data and recommend changes. Also include any strategies used to encourage students to provide feedback that has the potential to result in changes.

Students are involved in multiple levels of the assessment process for our unit. All residents are invited to participate in the EBI Resident Assessment Survey to elicit their feedback and recommendations to improve our services. Student staff members participate in the EBI Staff Assessment Survey to provide information to the department regarding their satisfaction with their employment as well as feedback related to our learning outcomes for students. All students who change room assignments are asked to complete an exit survey.

As discussed in the previous section, assessment results are shared with various committees which include student members. These groups review assessment findings and make recommendations for changes to address identified issues. Annual LLC focus groups and Resident Town Hall Meetings provide additional opportunities for student involvement in the assessment process.

The Director also meets regularly with a select group of undergraduate student staff members, the Residence Life Council, to solicit their feedback on a number of issues related to Residence Life, including reviewing relevant assessment data.

XLV. **Actions to improve the process of assessment**
Describe changes made in any aspect of the process of assessment of service outcomes for your unit. Include, for example, a description of new or revised assessment methods or tools, changes in the way data are reviewed, or strategies related to communication of assessment results. If no changes are planned or made, state that this is the case.

Staff members implemented the Living Learning Community Pre/Post Survey in the fall of 2010 to gain a better understanding of how our students learned about the programs offered from our department, and their expectations of

the LLCs. The post survey followed up at the end of the fall semester to solicit their feedback about the services offered and what types of initiatives students were interested in for the spring.

We also met with representatives from Institutional Research to review how our Living Learning Community participants' GPA and retention data could be pulled directly from their database resources. In the past, the Office of Residence Life's housing database was used to identify participants.

Student feedback was also sought from Town Hall meetings in each residence hall, co-sponsored by Hall Councils, student governance bodies in each building. The Director and another member of the senior leadership team attended each of the Town Halls to seek student input.

Unit Name Office of Student involvement   **Date** 10-6-2011

Unit Director(s) Jeff Witt

XLVI. Mission:

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.

XLVII. External accreditation status:

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.

XLVIII.   **Service outcomes:**

i. 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.

ii. 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.)

iii. 100% of the First year students who participate in the **First Reads program** and complete an evaluation 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.

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

v. 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.

vi. 100% of the student leaders selected to serve on the **UT S.W.A.T. Team** as UT peer educators will complete and pass the National Peer Education Certification Exam.

XLIX. Assessment measures:

	Service Outcomes	Data Collection methods, metrics; Sources of data	Frequency of data collection and review	Person(s) responsible for reviewing data
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	Leadership questionnaire/Discussions and advising relationship with Student Affairs staff/ Student leaders self-reports of personal growth as a result of participation in leadership roles	Annually	OSI staff
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	Course evaluation/ Students' self-reports of personal growth as a result of participation in Greek 101	End of semester/end of class	The instructor of the Greek 101 class
3	100% of the First year students who participate in the **First Reads program** and complete an evaluation 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	Program Evaluation/ Students' self-reports of insight gained into their beliefs and thoughts as a result of their participation in at least one First Reads program	Conclusion of individual programs	Program facilitators will administer the evaluation/ Evals will be collected and compiled by OSI staff
4	100% of the **Leadership UT students** who participate in the first year of this scholarship program and complete the leadership course and end of year evaluation will be able to identify at least one way that s/he has grown in preparedness for a leadership role at UT	Leadership UT questionnaire/ Students' self-reports of growth in preparedness for leadership roles at UT	Near the end of each school year	The LUT instructor will administer the questionnaire/OSI staff will collect and review data

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	Program Evaluation/ Student program evaluation responses identifying at least two signs and symptoms of alcohol poisoning	At the end of each life@college session	Program facilitators will administer the evaluations/ OSI staff will collect and review data
6	100% of the student leaders selected to serve on the **UT S.W.A.T. Team** as UT peer educators will complete and pass the National Peer Education Certification Exam.	National Peer Education Certification – BACCHUS CPE/Student completion and passing of the National Peer Education Certification Exam	End of the fall semester	Program facilitator will administer and review the CPE Certification results

L.   **Assessment results:**

Registered Student Organization Annual Report

There were 167 student organizations that turned in an Annual Report for the 2010-2011 academic year. Of the 167 reports 161 of the leaders submitting were able to answer the question about personal growth from being a student leader.

That yields a 96.4% rate.

First Read Program Survey

There were 7 events related to the First Read Program, 2010 during which evaluations were distributed. There were a total of 685 participants counted in the 7 programs combined and a total of 591 evaluations collected. Of the evaluations collected all of them included at least one statement showing personal growth and insight related to reading the book or attending the program. That yields a 100% rate of those who turned in evaluations and a 86.3% rate of all who attended First Reads Programs.

Levis Leadership Program Survey

There were 123 students active in the Levis Leadership program during the 2010-2011 school year. There were 119 end of the year evaluations turned in. All 119 of them were able to give a statement specific to how the program has helped them develop as a leader on campus. That yields a 100% rate of those who turned in evaluations and a 96.7% rate of those who were active in the program.

life@college Program

In the fall of 2010 the life@college program was offered to first year students at The University of Toledo. life@college is an educational program targeting the high risk issue of alcohol abuse and alcohol poisoning amongst college students.   The total attendance for that program was 1,905 students. Each student attending the program completed an evaluation at the conclusion of the program.   As part of this evaluation, students were asked to identify two signs and symptoms of alcohol poisoning. 100% of students were able to identify two signs and symptoms of alcohol poisoning.   This serves as a key indication that the program is meeting one of its objectives.

Greek 101

Due to the fact that there were only 3 registered students for Greek 101 during the Spring 2011 semester a formal assessment was not completed. Through class participation and discussion, it was evident that the 3 students gained a better understanding of ethical leadership and different cultures and how it relates to their Greek experience, as well as the importance of community service.

LI.   Actions to improve services:
Greek 101 has new recruitment plan to better promote and obtain 20-30 students for Spring 2012 class.

No other major changes planned.

LII.   Communication of unit outcomes:
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.

LIII. Students' involvement
Students provide input to the assessment process by completing surveys/program evaluations. Students are involved through the Student Affairs Advisory Board which meets monthly, and the Student Activities Committee which meets weekly. In order to better serve students, assessment findings will be discussed annually with these organizations with opportunity to give input and ideas for the future.

LIV. Actions to improve the process of assessment
Added assessment of the UT S.W.A.T. Team, for 2011-2012.

No major changes in process of other assessments already in place. Will conduct same assessments to have comparable data and make calculated adjustments in future.