

Unit Assessment Plan

Submit to the Institutional Research and Assessment Office by August 1st

The goal of unit assessment is to inform institutional effectiveness. Institutional effectiveness assessment is conducted to determine the extent to which the college is achieving its mission. The unit supports this by identifying expected outcomes, assessing the extent to which it achieves these outcomes, and providing evidence of improvement based on analysis of the results.

Plan to implement during the academic/fiscal year of: 2018/19

Person submitting report: Jamie Pjesky

Unit name: Student Life

Unit mission: The mission of the Office of Student Life is to support, engage, advocate for, and lead students through their Bulldog experience.

Outcomes	Outcome Targets	Institutional Link
<p>What do you want to accomplish? Please list <u>at least two</u> outcomes your unit will be assessing in the next few years to determine improvement in operational processes or procedures. Sometimes outcomes are listed as tasks. Outcomes are specific and measureable and can be strategic or operational.</p>	<p>What level of achievement do you want obtain for each outcome? The outcome target should be aggressive but attainable.</p>	<p>How does the outcome assist the college in achieving its mission? If outcomes support other identified institutional priorities, attach supporting institutional documentation.</p>
<p>Outcome 1: Students will be engaged in a variety of programs on campus.</p>	<p>90% of students will attend at least one program on campus each semester. (Spring 2018-83%, Fall 2018-89%)</p>	<p>Through various engagement opportunities on campus students will accomplish the mission of the college: to develop whole persons through scholarship, participation, and service.</p>
<p>Outcome 2: Students will be offered a diverse mix of programming and students from all backgrounds will attend programming.</p>	<p>95% of students from marginalized groups (specifically minority ethnic groups) will attend at least one program on campus each semester. (No data for 2017-18 school year, Fall 2018-92%)</p>	<p>Through various engagement opportunities on campus students will accomplish the mission of the college: to develop whole persons through scholarship, participation, and service. Ties to college's diversity plan.</p>
<p>Additional outcomes (optional): Students will be engaged throughout in the year in service opportunities.</p>	<p>50% of students will participate in at least one service opportunity per school year.</p>	<p>Developing whole persons through service.</p>
Performance Indicators		
<p>What will you <u>do</u> to achieve your outcomes? Identify the performance indicators you will be using to assess achievement of your outcomes. Select your most important indicators. You should have at least one performance indicator for each outcome.</p>		
<p>Outcome 1 indicators: Indicator 1- Will start tracking attendance of students at all programs on campus including</p>	<p>Outcome 2 indicators: Indicator 1- Will start tracking attendance of students at all programs on campus including</p>	<p>Additional outcome indicators (optional): Indicator 1-Will provides students with multiple service opportunities on and off campus throughout the year.</p>

athletic events, RA programming, club meetings and events, fine art programs, etc. Indicator 2-The Office of Student Life will form a Student Engagement Committee (including Associate Dean of Student, Director of Student Life and Service, Coordinator of Student Success, Assistant Directors of Res Life, and a student) to meet biweekly to look at trends and make changes to engagement opportunities across campus. Indicator 3- Each Resident Assistant will follow a model that requires them to host at least one program per semester in each of the following categories: scholarship, participation, and service.	athletic events, RA programming, club meetings and events, fine art programs, etc. Indicator 2-The Office of Student Life will form a Student Engagement Committee (including Associate Dean of Student, Director of Student Life and Service, Coordinator of Student Success, Assistant Directors of Res Life, and a student) to meet biweekly to look at trends and make changes to engagement opportunities across campus and will focus on how to engage marginalized groups. Indicator 3- Each Resident Assistant will follow a model that requires them to host at least one program per semester in each of the following categories: scholarship, participation, and service.	Indicator 2- Start a service honor society on campus-Gamma Beta Phi. Gamma Beta Phi will allow students the opportunity to plan and organize their own service opportunities. Indicator 3- Each Resident Assistant will follow a model that requires them to host at least one program per semester in each of the following categories: scholarship, participation, and service.
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Assessment Measures

How and when will you measure your success? Identify at least two ways of measuring each outcome. At least one measure for each outcome should be a direct measure. Direct measures are quantifiable.

Outcome 1: Direct measure: Track and record the number of engagement opportunities each student attends on campus through Presence. Additional measure: Track number of programs that are provided to students.	Outcome 2: Direct measure: Track and record the number of engagement opportunities each student attends on campus through Presence. Additional measure: Track number of diverse programs that are provided to students.	Additional assessments (optional): Direct measure: Track and record the number of service hours each student, faculty, and staff member complete throughout the year. Additional measure: Track and record the number of service opportunities presented to the campus community.
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Assessment Committee feedback:

Unit Assessment Timeline

September 1, 2018	Assessment plan due for current, this upcoming fiscal/academic year.
October 1, 2018	Assessment committee provides feedback about the assessment plan/report.
October 8, 2018	Any clarification or changes needed to the plan are resubmitted to the assessment committee.
Fiscal/Academic Year	Implement the assessment plan.
August 1, 2019	Results report due from the previous fiscal/academic year assessment plan.

Assessment Glossary

Direct measure: data— examine actual results based on comprehensive data that reflect results of the outcome—evaluates actual performance, is quantifiable. Examples: number of reported crimes on campus, number of outstanding tuition payments, service will be provided within two days of request, retention data, time, cost, productivity

Indirect measure: evaluates perception/feelings, perceived performance, often self-reported, and is qualitative. Examples: surveys, focus groups, perceived efficiencies

Institutional effectiveness: Assessment to determine the extent to which a college or university is achieving its mission. The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results.

Performance indicator: A specific, measurable statement identifying student performance(s) required to meet the outcome, confirmable through evidence. A means of objectively quantifying results of products, projects, services, or programs.

Operational outcome: Addresses regular operational or procedural tasks. Generally provide service or product. Direct and indirect effects on stakeholders. Outcomes are directly related to the mission and/or key functional responsibilities of the unit.

Strategic outcome: Reflect future expected results of the department/unit, based on a planned activity. Strategic outcomes are generally assessed as part of the planning process to ensure strategic initiatives have the intended or positive results.

Student learning outcome (SLO): A very specific statement that describes exactly what a student will be able to do in some measurable way.

Unit: An organizational area within the institution that contributes to student learning and/or improved institutional effectiveness. Other institutions may call units co- curricular or non-academic areas.

Sample Assessment Plan

Plan to implement during the academic/fiscal year of: 20XX		
Date: June 28, 20XX		
Person submitting report: Your name		
Unit name: Facilities Management		
Unit mission: To provide an attractive, clean, and safe environment to learn and work in		
Outcomes	Outcome Targets	Institutional Link
What do you want to accomplish? Please list <u>at least two</u> outcomes your unit will be assessing in the upcoming year to determine improvement in operational processes or procedures. Sometimes	What level of achievement do you want obtain for each outcome? The outcome target should be aggressive but attainable.	How does the outcome assist the college in achieving its mission? If outcomes support other identified institutional priorities, attach supporting institutional documentation.

outcomes are listed as tasks. Outcomes are specific and measurable and can be strategic or operational.

Outcome 1: Provide a safe, orderly, clean, and visually appealing exterior environment (grounds)	Zero negligence reports due to grounds related issues	Provides a conducive environment to learn and work safely.
Outcome 2: Protect and maintain buildings and building systems and equipment through preventive and corrective maintenance programs.	15% of work orders will be preventive, 10% or less change in volume of total work orders	Same as Outcome 1
Additional Outcome(s) (optional): Outcome 3: Reduce maintenance costs while maximizing efficient operations.	5% or less increase in cost per square foot compared to last year.	Same as Outcome 1

Performance Indicators

What will you do to achieve your outcomes? Identify the performance indicators you will be using to assess achievement of your outcomes. Select your most important indicators. Use should have at least two performance indicators for each outcome.

Outcome 1 indicators: Examine academic and athletic scheduling to determine best times to mow, trim, collect trash, etc. with minimal impact to college functioning. Conduct periodic inspections. Prioritize grounds keeping needs and address most pressing needs and non-budget impacting needs first.	Outcome 2 indicators: Send periodic campus messages asking to identify any preventative issues, prioritize preventative issues, complete those most likely to interfere with college building functioning.	Additional outcome(s) indicators: Outcome 3-monitor budget requests and deny anything but essential work as fiscal year comes to a close, monitor contractual and commodity spending, review processes, procedures, or changes that result in estimated cost savings or efficient operations.
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Assessment Measures

How will you measure your success? Identify at least two ways of measuring each outcome. At least one measure for each outcome should be a direct measure. Direct measures are quantifiable.

Outcome 1: Direct measure: Track and record number of negligence grounds-related reports at the end of each fiscal year to determine total number of reports. Additional measure: Track number of complaints each fiscal year related to daily tasks such as mowing, trimming, emptying trash, etc. to determine disruption to institutional functioning.	Outcome 2: Direct measure: Compare ratio of completed corrective vs. preventive work orders each fiscal year to the previous year. Additional measure: Track each fiscal year, the number of mechanical or electrical failures that result in building or system interruptions	Additional assessment outcomes: Outcome 3: Direct measure: Each fiscal year, calculate cost per square foot compared to last year. Additional measure: Record each fiscal year changes in processes, procedures to determine estimated cost savings or more efficient operations.
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Assessment Committee feedback: