

Summary of Student Affairs Department's Assessment Audits October, 2003

The following data is taken from the Assessment Audits that Student Affairs Departments completed in October, 2003.

Most (80-100%)

- ▶ Have a Statement of Mission
- ▶ Measure volume of activity
- ▶ Measure type of clientele served

Many (60-79%)

- ▶ Administer student program evaluations
- ▶ Administer satisfaction surveys
- ▶ Measure service quality
- ▶ Use the data they collect to improve departmental programs, services, and operations

Several (40-59%)

- ▶ Have intended service outcomes
- ▶ Have intended learning outcomes
- ▶ Have written methods of assessment
- ▶ Administer focus groups
- ▶ Analyze records or documents
- ▶ Assess community perception of effectiveness
- ▶ Engage in benchmarking
- ▶ Measure efficiency

Some (20-39%)

- ▶ Use performance rubrics
- ▶ Collect student graduation/retention rates
- ▶ Conduct exit interviews
- ▶ Administer alumni surveys
- ▶ Analyze student grade distributions
- ▶ Use peer review of programs
- ▶ Measure degree of increase/decrease of specific behaviors
- ▶ Measure service quality

Few (0-19%)

- ▶ Have an external accrediting agency
- ▶ Use locally developed pre-post tests
- ▶ Use independent rating techniques
- ▶ Conduct matched pairs analysis
- ▶ Collect job placement information on seniors
- ▶ Administer employer surveys

Assessment Support Needs

Departments were asked to provide some information about needed support for their assessment efforts. The following themes were gleaned from the responses:

- ▶ Further training in the development of assessment plans, including writing outcome statements that are important and measurable. Training also should include development of measurement strategies.
- ▶ Improvement of culture of assessment and use of data in decision-making.

- ▶ Improved methods for data analysis.
- ▶ Help in telling our data-grounded story; how to communicate and present data.

Program Improvements Resulting from Use of Assessment Data

The following are specific program improvements reported by Student Affairs Departments that were a result of using data that they had collected.

- ▶ Comments from employer evaluations in Career Services are used to guide the information that is emphasized in student workshops.
- ▶ Feedback from students indicating that email is the best communication method prompted us to change the ways in which we notify students about up-coming events in Career Services.
- ▶ As a result of the START evaluations SOAR added new housing tours and improved parent and student program materials.
- ▶ CONNECT program evaluations prompted SOAR to increase the orientation program by one day and to adjust the timing to allow for more participation in events.
- ▶ Based upon the evaluations of the visitation programs SOAR provided more options in visit program for people who arrive early (before the official start of the program). Also, the group tour program developed new programs to meet the needs of middle school students.
- ▶ The Admissions Office used measure of efficiency to eliminate some processes and reduce the number of people who needed to deal with a specific process.
- ▶ Through data collected in Greek Life, they have adjusted the matriculation ceremony, designed a web page, and provided a more effective leadership orientation and transition workshop.
- ▶ The food service unit in the MU routinely samples students with new products. Results of this are used to improve the food service options in the MU.
- ▶ MEO used student input to help with a remodel of space, to increase the number of computers for student use, and to develop a plan for increasing the awareness of MEO to the campus.
- ▶ SSD used student feedback to inform the following improvements:
 - The alternative testing program led to the creation of a new testing database and website;
 - Inaccessible office spaced led to the reconfiguration of the SSD office;
 - A sense of isolation led to the creations of the ALS 199 class, taught by peer mentors;
 - Lack of access for deaf/hard of hearing students to videos shown in the classroom led to investigation into captioning procedures and legal ramifications. SSD now has received permission to caption videos and methods for quick turn around for captioning in class videos are being investigated.
 - A need for speech-to-text services led to the implementation of the TypeWell system.
- ▶ The Student Health Services used feedback from the internal and external surveys to add additional services such as a chiropractor and massage therapy. These were services highly requested by students over several years. They also used information from students concerning willingness to support fee increases, services to faculty/staff and student dependents. This information was used to make changes in the Oregon Administrative

Rules. Information on customer service and wait time was used to streamline some processes to decrease the wait for services.

- ▶ The Risk management survey for student organization advisors was used to guide the implementation of a risk management agenda for advisors and student organizations.
- ▶ UCPS adjusted the days and also the times of workshops based upon feedback from student participants.
- ▶ UHDS used assessment data to support their retention strategies, inform dining policies, inform restaurant practice and product strategies, change menu offerings, create new cyber café, modification of Greek cancellation policy, and equal term billing.