<div align="center">

Stark State College
Student Life Assessment Biennial Report

</div>

Program/Department Name: Student Life
Individual Completing Report: Cherie Barth
Date: 5/31/14

<u>Program/ Departmental Self-Assessment Procedure and Action Plan</u>

Purpose:

      To self-identify the status of Program/Department in the outcomes assessment process as well as the action-steps and timetable for the development of assessment processes.

Procedure:

      All programs and departments must complete the self-assessment process. Programs which do not demonstrate how the program/department meets each of the self-assessment criteria must submit an assessment plan documenting the proposed action steps and timelines along with the self-assessment form. A follow-up self-assessment report on the implementation of the assessment plan will be due the following academic year. Programs meeting effective assessment standards will be required to submit an assessment report on a biennial basis.

Directions:

      Mark the appropriate response to the Yes/No items with an X. Provide a brief summary of action steps to meet the Criteria (for example, the department will meet twice a month over the next term to develop goals). Please note that it is critical that due diligence is given to the development of goals and associated outcome measures. Do not attempt to create goals, identify measures, and implement the assessment plan in the same term!

Assessment Criteria

1. Goals

Does the Department have specific student learning or academic/ student service goals which reflect the discipline or service area professional standards?

                             Yes _X___   No _____

2. Outcome Measures

Are direct and indirect outcome measures identified for each goal?

                             Yes _X____   No _____

3. Research

Is research systematically conducted to evaluate success or failure in achieving outcomes?

                             Yes _X____   No _____

4. Findings

Are research results analyzed and interpreted and findings determined?

Yes _X____   No _____

5. Review Process

Are findings are discussed and reviewed by appropriate groups and individuals and recommendations made for action?

Yes __X___   No _____

6. Proposed Actions

Are recommendations acted upon?

Yes __X___   No _____

7. Improvements

Have actions result in documented improvements in student learning or academic/ student services?

Yes __X___   No _____

Assessment Measures Inventory

Purpose:

      To identify benchmarked outcome measures and the benchmarking level (internal, state, national, etc.).

Instructions:

      Enter the appropriate response for each question. Place an X in the box that corresponds to the level/type of benchmarking data that is available for each measure. The table can be appended as needed by adding or deleting rows.

Assessment Measures for Goals (Outcome measures from assessment report)	Is trend data available for the measure? (Yes or No)	Has a performance benchmark(s) been identified for the measure? (Yes or No)	Type of performance benchmark (check all that apply)		
			SSC (Internal)	State-level (OACC, OBR, etc)	National (Professional Org., accrediting group, etc.)
Goal 1, Outcome Measure 1 **ACT Survey, Sect. 4f #41,42, Internal #1**	Yes	Yes	X		X
Goal 1, Outcome Measure 2 **CCSSE Survey, #10c, #13.3i**	Yes	Yes			X
Goal 1, Outcome Measure 3 **Number of participants in student organizations**	Yes	Yes	X		
Goal 1, Outcome Measure 4 **Marketing review**	No	No	X		
Goal 2, Outcome Measure 1 **ACT Survey, Sect. 3 #6,13, Internal #2**	Yes	Yes	X		X
Goal 2, Outcome Measure 2 **CCSSE Survey, #13.1i, #13.2i**	Yes	Yes			X
Goal 2, Outcome Measure 3 **Club Advisor feedback**	Yes	No	X		
Goal 2, Outcome Measure 4 **Number & types of clubs**	Yes	No	X		
Goal 3, Outcome Measure 1 **Leadership Academy certificate students overall evaluation web-survey**	Yes	No	X		
Goal 3, Outcome Measure 2 **Leadership Academy session evaluations**	Yes	No	X		

Goal 3, Outcome Measure 3 **Number of participants in student leadership activities (e.g. SGA, etc.)**	Yes	No	X		
Goal 4, Outcome Measure 1 **Student Project impact statements**	Yes	No	X		
Goal 4, Outcome Measure 2 **Feedback from community service representatives.**	Yes	No	X		
Goal 4, Outcome Measure 3 Number of projects/participants/hours	Yes	No	X		

Student Service Goals

Goal 1: To enhance awareness of student activities

Goal 2: To continuously improve quality of student life on campus

Goal 3: To support student leadership development

Goal 4: To promote service learning opportunities

Summary Narrative

The Stark State Office of Student Life encourages and supports student organizations, activities and initiatives in order to complement the educational environment and enhance student life, leadership and service on and off campus. In addition to these core functions, The Office of Student Life provides programs to encourage involvement, interaction, learning, skill development and enjoyment. The Office also supports the work of students as they develop and implement activities to meet their needs and interests beyond the classroom.

A number of assessment instruments were administered to collect both indirect and direct qualitative and quantitative data from all the key stakeholder groups of the Office (students, faculty/staff advisors and community service partners). These include: Student Leadership Academy program evaluations, a Community Service Feedback survey, a Club/Organization Community Service Feedback survey, and a Club Advisor Feedback survey. Reviews of the outcomes from each of these assessments indicate a need to continue to focus in the key areas of students/faculty/staff engagement and continue numerous offerings in the selection and promotion of programs.

Note: The following two paragraphs are from data compiled in the 2010-12 Assessment. ACT no longer offers the Student Opinion Survey. For the 2014-16 Assessment cycle, the Noel Levitz Student Satisfaction survey will be conducted in Fall 2014. The CCSSE survey was conducted in Spring 2014 and the results of this survey will be available for the 2014-16 Assessment cycle. Results from the ACT Student Opinion Survey indicate satisfaction levels for student activities are less than benchmarks. The CCSSE Survey reflects the hours spent participating and the value/importance of student organizations was low compared to survey norms. Therefore, future success of the Office of Student Life will require a comprehensive marketing plan to create/increase awareness of the activities, events, clubs, etc. on the main campus as well as the satellite locations. To accomplish this, the Office needs to continue attending new student orientation sessions, participate in the College's Open Houses, continue to hold the Activities/Services Fair every Fall and Spring term, and utilize the Student Government Association officers for promotion of activities/events. Documentation shows the need to enhance the faculty's (especially adjunct faculty) knowledge of Student Life activities/services. To address this challenge, there needs to be a collaborative effort with the faculty to announce the activities/services in their classes' thereby increasing awareness. Utilization of the Student Life web page, MyStarkState, emails, department brochure, color flyer, master calendar, bulletin boards around campus and Facebook, along with current and up to date information, will enhance awareness of student activities/events/services.

In order for the Office of Student Life to improve the quality of student life on campus, the data from the ACT Student Opinion Survey and the CCSSE Survey shows that marketing of social activities and the clubs/organizations on the main campus as well as the satellite locations needs to be increased. To achieve this challenge, knowledge of social activities and the availability of the many student clubs/organizations needs to be enhanced with the faculty (especially adjunct faculty). To show the importance and value of student clubs/organizations on campus, the Office will implement and execute a collaborative effort with faculty to announce to students in their classrooms the social activities. Feedback from the club advisors yielded valuable information. The majority of the advisors were pleased with the services, information, and materials provided by the Office of Student Life. It was determined to continue the advisor meeting at the beginning of Fall and Spring semester for updates and communication. A specific focus on promoting club diversity and growth with an increase in the number and/or type of clubs will be implemented to increase the number of active clubs.

Support of student leadership development is vital with the Office of Student Life. One very popular event, the Student Leadership Academy (SLA), sustained this initiative. Results from the web-survey conducted by the certificate completers indicated that the program met the students' expectations. The days, times, location, and topics were convenient and/or relevant. Beginning with the Fall 2013 sessions, the SLA was offered at both the KSU-Stark and Stark State campuses (previously only offered at the KSU-Stark campus). The top reasons students attend the SLA was an interest in the program topics, use as a resume builder, and the opportunity to meet other people (network). The majority of the students learned of the SLA through the initial email announcement, the announcement on MyStarkState, through another student/instructor or the Student Life webpage. Utilization of the Stark State Facebook page to promote the SLA will be considered for future sessions. The majority of students would recommend the SLA to other students, were very satisfied with the program, and rated most sessions as excellent. It was determined to continue to offer more of a selection of topics and duplicate popular sessions for students to complete their sessions needed for their certificate of leadership. In Fall 2013 the program was converted to a four-day format and alternated sessions on Monday/Thursday or Tuesday/Wednesday at Noon or 3:30 p.m. (from the previous two-day format) and offered sessions/certificates in Personal Leadership (complete four sessions), Career Development (complete four sessions), and a General Certificate (eight or more sessions completed).

Encouraging service learning opportunities to the students is an important factor with the Office of Student Life. The majority of the clubs that participated in a service project reported they enjoyed their service to the community and appreciated raising awareness for their particular community service partner. A project impact statement was included on the form the participants fill out after completing the service project during this assessment cycle. It was also determined that more clubs/organizations should participate in the community service program because the benefits and experience are essential to a feeling of accomplishment and doing something good for the community. The Office of Student Life will continue to notify the clubs/organizations of volunteer opportunities and tie a portion of their yearly allocation to the completion of one community service project per year. The majority of the service partners was very satisfied with the group's service and appreciated the student help and would recommend this opportunity to another community colleague.

Overall, the assessments conducted to date confirm that the Office of Student Life needs to continue to enhance student engagement by increasing awareness of/participation in student activities. The areas that continue to be a challenge are in the marketing, participation and feedback of these activities/events/services. In the future, assessments, review of practices, and raw numbers will be used to show the office's impact and increase in utilization.

Assessment Results Report

Purpose:

      The report is a summary compilation of key assessment methods, findings, review processes, actions, and improvements related to the academic/ student service or learning goals of the department/ unit on an annual basis. As a historical record of assessment activities, the report provides for and supports the <u>systematic</u> assessment of academic support outcomes.

Instructions:

      Enter the outcome measure in the space provided. Please note that for each goal it is expected that a mix of quantitative and qualitative as well as direct and indirect measures are employed. Mark the term of assessment with an X (for example, if a survey is conducted in the fall term, mark fall for that measure). Provide a brief summary of <u>key findings</u>, either as bulleted points or in short paragraph form. Provide a brief summary on the review committee/ process (for example, Findings are reviewed by the Director and staff on a per term basis and recommendations are forward to the VP for further review). Provide a brief summary of any proposed actions for the next term/ academic year. Please note that not all findings result in actions. Provide a brief summary of any improvements from the previous year (this does not apply to new measures the first year). Finally, Goals and/ or Outcome Measures can be added (or deleted) as needed by copying and pasting.

Goal 1: To enhance awareness of student activities

Outcome Measure 1: ACT Survey Sect. 4f #41, 42, Internal #1

      Terms of Assessment: Summer _____   Fall _____   Spring _____   Annual __X__

      Findings:

      The ACT Student Opinion Survey is conducted every three years. The last survey took place in 2011.

- Opportunities for college activities: 37% very satisfied/satisfied (large amount neutral); mean score 3.54; survey norm 3.72; satisfaction was less than survey norm. Students are not satisfied with amount of college activities in comparison with survey norm. Students are looking for a gym and/or a recreational area.
- Student Government Association: Not too many students have an opinion (N=229); 23% very satisfied/satisfied (large amount neutral); mean score 3.40; survey norm 3.55; satisfaction was less than survey norm. Students are not satisfied or are unaware of the Student Government Association (SGA).
- Number and types of clubs available to students: 51% were very satisfied/satisfied and 10% were not satisfied. Due to the lack of awareness and/or ambivalence, students are generally not satisfied with types/amounts of clubs offered.

      Overall, the feedback indicates satisfaction levels are less than benchmarks.

      Review Committee/ Process: The Coordinator of Student Life reviewed results from the survey with the Director of Institutional Research & Planning.

      Proposed actions for next term/academic year:

- A marketing plan will be created to increase awareness of activities/clubs/SGA on main campus as well as satellite locations.

- Enhance faculty (especially adjunct) knowledge of Student Life activities/services for students.
- Collaborative efforts to announce activities/services/SGA in classes will be increased with faculty.
- Increase club diversity.

Improvements: To be determined at second cycle of assessment in two years.

Outcome Measure 2: CCSSE Survey #10c, #13.3i

Terms of Assessment: Summer _____ Fall _____ Spring _____ Annual __X__

Findings:

The CCSSE Survey is conducted every three years. The last survey took place in 2011.

- How many hours spent participating in college-sponsored events: The mean score .11 indicates that most of our students spend few or no hours on college activities. In comparison to large community colleges (.27) our students report less than our peers.
- The importance of student organizations: The mean score was 1.76. Relative to the other 11 services students rated, student organizations ranked near the bottom of services. No difference with our peer group.
- Two year college students nationally may not understand the role and/or value of importance of student organizations. Knowledge and perception are low. Relative to our peers, we have much less participation nationally. Stark State College primarily offers academic-based student organizations.

Generally, hours spent participating and the value/importance of student organizations is low compared to survey norms.

Review Committee/ Process: The Coordinator of Student Life reviewed results from the survey with the Director of Institutional Research & Planning.

Proposed actions for next term/academic year:

- Increase marketing of clubs/organizations on main campus as well as satellite locations.
- Enhance faculty (especially adjunct) knowledge of student clubs/organizations.
- Collaborative efforts to announce clubs/organizations in classes will be increased with faculty.
- Increase club diversity.

Improvements: To be determined at second cycle of assessment in two years.

Outcome Measure 3: Number of participants in student organizations

Terms of Assessment: Summer _____ Fall _____ Spring _____ Annual __X__

Findings:

The number of participants in student organizations is determined by each active club submitting the Application for Organization Recognition/Renewal form every academic year. A decrease of 9% has been reported since last assessment cycle even through the average enrollment increased by almost 10%.

- 2012-13 Academic Year – 717 participants reported (Average number of student enrolled: 15,405)
- 2013-14 Academic Year – 1207 participants reported (Average number of student enrolled: 15,029)

Review Committee/ Process: The Coordinator of Student Life continuously reviews forms.

Proposed actions for next term/academic year:

- Continue to market the clubs/organizations on main campus as well as satellite locations.
    - Information in the Admissions/Recruitment packet
    - Have Student Activities brochure available at Orientation sessions
    - Participate in Open Houses/Campus Previews
    - Continue to hold Activities/Services Fair every Fall and Spring term for currently enrolled students
    - Utilize Student Government Association officers to make contact with satellite locations
    - Make presentation on student life in Student Success classes
    - Have more clubs utilize ANGEL
- Continue to enhance faculty (especially adjunct) knowledge of student clubs/organizations.
- Collaborative efforts to announce clubs/organizations in classes will be increased with faculty.
- Increase club diversity.

Improvements: Increasing the number of co-curricular and/or special interest clubs along with marketing and presentations to various cohorts will increase number of participants.

Outcome Measure 4: Marketing review

Terms of Assessment: Summer _____   Fall _____   Spring _____   Annual __X__

Findings:

Items that were reviewed in the last assessment cycle: Student Life webpage, Student Life brochure, Student Life color flyer. For this assessment cycle, evaluation of the effect of the marketing materials for the Office of Student Life was done through questions on the following surveys - Spring 2013 Student Orientation Questionnaire, Spring 2013 ACT Student Opinion Survey, Spring 2013 SGA Survey, and Fall 2013 Student Life Survey.

- Students prefer to be emailed regarding activities/events
- A good percentage of the students are not involved with clubs/organizations
    - Part-time students
    - Evening students
- Highly requested the following in all surveys conducted
    - Exercise area
    - Lounge area
    - Student Center

Review Committee/ Process: Continuously reviewed by the Coordinator of Student Life.

Proposed actions for next term/academic year:

- Get more involvement from Satellite Centers
    - Have the Student Government Officers/Senators visit the Satellite Centers more frequently
- Have more clubs/organizations post activities/events on the master college calendar on the webpage
- Review impact of mandatory New Student Orientation (took effect Spring 2014) with student awareness of Office of Student Life/clubs/activities, etc.

Improvements: Continue sending messages on activities/events to all faculty to announce in classrooms, continue to expand the offerings of clubs/organizations and activities/events, continue promotion of

Office of Student Life in New Student Orientation, utilize Facebook and ANGEL for announcements, and make more classroom presentations on Office of Student Life.

Goal 2: To continuously improve quality of student life on campus

Outcome Measure 1: ACT Survey Sect. 3 #6, #13, Internal #2

Terms of Assessment: Summer _____   Fall _____   Spring _____   Annual __X__

Findings:

The ACT Student Opinion Survey is conducted every three years. The last survey took place in 2011.

- Recreational/Intramural: 39% very satisfied/satisfied (large amount neutral); mean score 3.80; survey norm 4.08; satisfaction was less than survey norm. Students are not satisfied with amount of recreational/intramural activities in comparison with survey norm. Students want recreational activities/sports, sports teams.
- College-sponsored social activities: 56% very satisfied/satisfied (significant number neutral); mean score 3.91; survey norm 4.07; satisfaction was less than survey norm. Students are generally not satisfied with the type/number of social activities in comparison with survey norm.
- Overall quality of student life on campus: 58% were very satisfied/satisfied and 7% were not satisfied. Due to the lack of awareness and/or ambivalence, students are generally not satisfied with the quality of student life offered.

Essentially, the feedback indicates satisfaction levels are less than benchmarks.

Review Committee/ Process: The Coordinator of Student Life reviewed results from the survey with the Director of Institutional Research & Planning.

Proposed actions for next term/academic year:

- Increase marketing of social activities on main campus as well as satellite locations.
- Enhance faculty (especially adjunct) knowledge of Student Life social activities for students.
- Collaborative efforts to announce social activities in classes will be increased with faculty.
- Investigate intramural sports.

Improvements: To be determined at second cycle of assessment in two years.

Outcome Measure 2: CCSSE Survey #13.1i, #13.2i

Terms of Assessment: Summer _____   Fall _____   Spring _____   Annual __X__

Findings:

The CCSSE Survey is conducted every three years. The last survey took place in 2011.

- Frequency of participation in student organizations: The mean score was 1.26. In comparison to large community colleges (1.33) our students report less frequent participation than our peers. No difference with our peer group. Students rarely utilize the clubs/organizations available to them.
- Satisfaction with student organizations: The mean score was 1.9. In comparison to large community colleges (1.98) our students report about the same level of satisfaction as our peers. Due to the lack of awareness and/or ambivalence, students are generally not satisfied with the number/types of student organizations offered.

Low participation and relatively low satisfaction does not differ from survey norms. Factors that come into play with participation: work, family, time (especially with evening students).

Review Committee/ Process: The Coordinator of Student Life reviewed results from the survey with the Director of Institutional Research & Planning.

Proposed actions for next term/academic year:

- Increase marketing of clubs/organizations on main campus as well as satellite locations.
- Enhance faculty (especially adjunct) knowledge of student clubs/organizations.
- Enhance students' knowledge of importance and value of student clubs/organizations (skills gained, increased grade point averages, persistence, graduation).
- Collaborative efforts to announce clubs/organizations in classes will be increased with faculty.
- Increase club diversity.

Improvements: To be determined at second cycle of assessment in two years.

Outcome Measure 3: Club Advisor Feedback (semester review process)/Club Monthly Reports (monthly activities/events/projects)

Terms of Assessment: Summer _____ Fall __X___ Spring __X__ Annual ____

Findings:

Majority of advisors were pleased with the services, information, and materials provided by the Office of Student Life. The overall grade was a "B+".

Club Advisor Feedback Surveys
Fall 2012 – 10 surveys returned
Spring 2013 – 6 surveys returned
Fall 2013 – 7 surveys returned
Spring 2014 – 15 surveys returned

Sending the monthly reports out electronically helped with return of reports, as well as the ability to track the activity of the clubs/organizations was beneficial – especially with fundraisers, meeting times and community service projects.

Club Monthly Reports
Fall 2012 – 21 clubs reported monthly
Spring 2013- 14 clubs reported monthly
Fall 2013 – 21 clubs reported monthly
Spring 2014 – 19 clubs reported monthly

Review Committee/ Process: The Coordinator of Student Life reviewed results from the surveys and reports.

Proposed actions for next term/academic year:

- Continue to send Club Monthly Report form electronically to advisors on a monthly basis for club reports. Will also serve as a reminder and have information returned in a timely manner.

- Increase number of attendees for advisor meeting at the beginning of Fall and Spring semesters for updates and communication. Average number attending 2012-2014: 12.5.

Improvements: Responses on club advisor feedback form increased slightly over last cycle (1.3%). Sending the form in electronic format with a deadline date was helpful with number of surveys returned. Club monthly reports were consistent during the Fall terms. Need to identify why numbers of monthly reports decrease in the Spring terms. The number of reports returned have increased over last cycle since sending this form out electronically to club advisors each month.

Outcome Measure 4: Number & Types of Clubs

Terms of Assessment: Summer _____   Fall _____   Spring _____   Annual __X__

Findings:

The clubs were either academic (co-curricular) in nature or of special interest.

Academic Year 2012-13 – 47 clubs available (28 active)
Academic Year 2013-14 – 50 clubs available (35 active)

Review Committee/ Process: The Coordinator of Student Life will continuously review.

Proposed actions for next term/academic year:

- Continue to promote club diversity and growth.
- Increase the number of 'active' clubs/retire clubs that have been inactive for a number of years.

Improvements: Number of clubs increased by seven (7) since last assessment cycle (8%). Active club participation has increased by six (6) since last assessment cycle (8.25%).

Goal 3: To support student leadership development

Outcome Measure 1: Leadership Academy certificate students overall evaluation web-survey

Terms of Assessment: Summer _____   Fall __X___   Spring __X___   Annual _____

Findings:

A web-survey of the Student Leadership Academy (SLA) was conducted for all students who received a leadership certificate. There were a total of 34 responders for the four (4) surveys conducted. **NOTE: In Fall 2013 we converted to a four-day format and alternated sessions on Monday/Thursday or Tuesday/Wednesday at Noon or 3:30 p.m. (from the previous 2-day format) and offered certificates in Personal Leadership (complete 4 sessions), Career Development (complete 4 sessions), and a General Certificate (8 or more sessions completed).** Certificate earners: Fall 2012 – 36; Spring 2013 – 45; Fall 2013 – 22 (completed 8 or more sessions), 7 (completed Personal Leadership certificate); Spring 2014 – 22 (completed 8 or more sessions), 7 (completed Personal Leadership certificate), 8 (completed Career Development certificate)

- Did the SLA meet your expectations? The majority of the certificate earners felt the program met their expectations.
  - Fall 2012 – 100%
  - Spring 2013 – 100%
  - Fall 2013 – 100%

- o Spring 2014 – 100%
- How did the students learn of the SLA? Most students learned of the SLA through the initial e-mail announcement. A good number also saw the announcement on MyStarkState, the Student Life web page, or heard of the program from an instructor or another student.
  - o Fall 2012
    - E-mail – 70%
    - MyStarkState – 50%
    - Another Student/Instructor – 20%
    - Student Life Web Page – 0%
  - o Spring 2013
    - E-mail – 62.5%
    - MyStarkState – 12.5%
    - Another Student/Instructor – 12.5%
    - Student Life Web Page – 25%
  - o Fall 2013
    - E-mail – 97%
    - MyStarkState – 22.2%
    - Another Student/Instructor – 11.1%
    - Student Life Web Page – 0%
  - o Spring 2014
    - E-mail – 71.4%
    - MyStarkState – 42.9%
    - Another Student/Instructor – 28.6%
    - Student Life Web Page – 14.3%
- Were the day(s)/time(s) of SLA convenient for the student schedule? For the most part, the majority felt the day(s)/time(s) were convenient for their schedule.
  - o Fall 2012 – 100%
  - o Spring 2013 – 75%
  - o Fall 2013 – 88.9%
  - o Spring 2014 – 100%
- Was the location of the SLA convenient? The majority of students stated the location of the SLA was convenient. **NOTE: Beginning with the Fall 2013 sessions, the SLA was offered at both KSU-Stark and SSC campuses.**
  - o Fall 2012 – 100%
  - o Spring 2013 – 100%
  - o Fall 2013 – 88.9%
  - o Spring 2014 – 100%
- Were the program topics relevant? For all surveys (Fall '12, Spring '13, Fall '13, Spring '14) 100% of the certificate earners felt the program topics were relevant.
- Were the presenters well versed with conveying their topic? Again, for all surveys (Fall '12, Spring '13, Fall '13, Spring '14) 100% felt the presenters were well versed with conveying their topic.
- Why did the students attend the SLA? The top reasons students attended the SLA was an interest in the program topics, resume builder, and networking (meeting other people).
  - o Fall 2012
    - Interest in program topics – 90%
    - Resume builder – 70%
    - Networking – 40%
  - o Spring 2013
    - Interest in program topics – 87.5%

- ▪ Resume builder – 62.5%
- ▪ Networking – 12.5%
  - o Fall 2013
    - ▪ Interest in program topics – 77.8%
    - ▪ Resume builder – 22.2%
    - ▪ Networking – 0%
  - o Spring 2014
    - ▪ Interest in program topics – 57.1%
    - ▪ Resume builder – 28.6%
    - ▪ Networking – 14.3%
- The students were asked if they would recommend the SLA to other students. For all surveys (Fall'12, Spring '13, Fall '13, Spring '14) 100% of the certificate earners would recommend the SLA to other students.
- The students were asked to rate their overall satisfaction with the SLA. Again, the majority was very satisfied with the SLA.
  - o Fall 2012 – 100%
  - o Spring 2013 – 71.4%
  - o Fall 2013 – 75%
  - o Spring 2014 – 85.7%

Review Committee/ Process: The Coordinator of Student Life reviewed results from the survey.

Proposed actions for next term/academic year:

- Look at new ways to promote the Student Leadership Academy
- Give smaller certificates (in nice cardboard frames) to save on cost of program
- Consider offering only lunch time sessions – most popular.
- Continue to review each terms sessions with the KSU-Stark organizers.

Improvements: To be determined on a semester by semester basis.

Outcome Measure 2: Leadership Academy session evaluations

Terms of Assessment: Summer _____ Fall __X___ Spring __X___ Annual _____

Findings:

Each Student Leadership Academy (SLA) session was evaluated. The items covered on evaluation included class rank, topic and content of the presentation, suggested changes to session, recommendations on future SLA topics, and overall comments.

- The class rank for Stark State students was either freshman or sophomore.
- Most of the sessions received an excellent or good rating.
- The majority of the students said they would recommend the session to another individual.
- Any suggested changes were taken into account at the wrap-up meeting with the KSU-Stark organizers.
- Any recommendations on future SLA topics were taken into account at the wrap-up meeting with the KSU-Stark organizers.

Review Committee/ Process: The Coordinator of Student Life reviewed results from each session's evaluations.

Proposed actions for next term/academic year:

- Continue to duplicate popular sessions.
- Continue to offer a selection of topics in both Personal Leadership and Career Development Tracks for students to choose from – better their chances of completing required sessions for certificate(s).
- Add additional sites for Servant Leadership: Volunteerism in other counties.
- Put as many of the session presentations on web page for student reference.
- Use Student Ambassadors for all sessions (check-in/food facilitation).
- Continue offering sessions at Stark State and KSU-Stark campuses.
- Continue to review each terms sessions with the KSU-Stark organizers.

Improvements: To be determined on a semester by semester basis.

Outcome Measure 3: Number of participants in student leadership activities – session evaluations

Terms of Assessment: Summer _____   Fall _____   Spring _____   Annual __X__

Findings:

Numbers are from Fall 2012, Spring 2013, Fall 2013 and Spring 2014

- Fall 2012 participants – 71; Spring 2013 participants – 74; Fall 2013 participants – 47; Spring 2014 – 75 participants
  - Attendance numbers tended to be lower for later sessions as people reached their required sessions to receive their certificate.
  - Attendance for the sessions offered at 3:30 was low. Lunch time sessions were popular.
  - During the 2013-14 academic year we converted to a four-day format and alternated sessions on Monday/Thursday or Tuesday/Wednesday at Noon or 3:30 p.m. (from the previous 2-day format) and offered certificates in Personal Leadership (complete 4 sessions), Career Development (complete 4 sessions), and a General Certificate (8 or more sessions completed) to allow for more sessions and a split focus.
  - Beginning with the Fall 2013 sessions, the SLA was offered at both KSU-Stark and SSC campuses which made it convenient for both campuses.

Review Committee/ Process: The Coordinator of Student Life reviewed results from each session's evaluations.

Proposed actions for next term/academic year:

- Continue to duplicate popular sessions.
- Continue to offer a selection of topics in both Personal Leadership and Career Development Tracks for students to choose from – better their chances of completing required sessions for certificate(s).
- Continue to offer the Mock Interview with Career Development as an option for completing a session.
- Add additional sites for Servant Leadership: Volunteerism in other counties.
- Consider offering credit for volunteering during on-campus activities.
- Offer the sessions during the lunch time hour only.
- Continue to review each terms sessions with the KSU-Stark organizers.

Improvements: To be determined on a semester by semester basis.

Goal 4: To promote service learning opportunities

Outcome Measure 1: Project forms and impact statements from clubs/organizations

Terms of Assessment: Summer _____   Fall __X___   Spring __X___   Annual _____

Findings:

- The majority of the clubs/organizations reported they enjoyed their service to the community.
- A good number of clubs/organizations responded that they appreciated raising awareness for their particular community service partner.
- One club acted as role players for a Sole Responder Training Program where another made display boards for and exhibition.
- Several clubs/organizations raised money, did a specific collection for their community service partner, or had a speaker/display/performed a service (blood pressure screenings, blood drives) on campus to for a presentation/raise awareness.

Review Committee/ Process: The Coordinator of Student Life reviewed results from the Community Service Approval forms.

Proposed actions for next term/academic year:

- Have more of the active clubs/organizations complete community service projects.

Improvements: On the Community Service form that the club/organization submits, an impact statement was added along with the number of hours spent on the community service project, as well as the number of students involved. This made the numbers for reporting more realistic and easier to track in the future.

Outcome Measure 2: Feedback from Community Service Representatives

Terms of Assessment: Summer _____   Fall __X___   Spring __X___   Annual _____

Findings:

Academic Year 2012-13 feedback forms submitted: 8
Academic Year 2011-12 feedback forms submitted: 4

- Frequency club(s) volunteered
    - Every 2-3 weeks – 1
    - Every month – 1
    - Every 2-3 months – 1
    - Once or twice a year – 9
- The majority of community partners learned of the college's service program through a Stark State Colleges student/faculty/staff.
- All but one community partner said they would recommend this opportunity to another community colleague.
- All but one community partner said they were very satisfied with the group's service.
- Many commented that they truly appreciated the students help, felt it was a valuable service and would love to have the group(s) back. One mentioned it was nice to have people you can give

direction to and feel confident the project will be accomplished. One suggested having an email address list prepared with the group members included to quickly send messages.

Review Committee/ Process: The Coordinator of Student Life reviewed results from the surveys.

Proposed actions for next term/academic year:

- Have more active clubs/organizations participate in the community service program.
- Continue to notify club/organization advisors of volunteer opportunities that come through the Office of Student Life.

Improvements: Make sure active clubs/organizations are aware that they will not receive their full allocation unless one community service project is completed during the academic year.

Outcome Measure 3: Number of projects/participants/hours

Terms of Assessment: Summer _____   Fall _____   Spring _____   Annual __X__

Findings:

Academic Year 2012-13 projects completed: 15
Academic Year 2013-14 projects completed: 20

- Projects ranged in length from a couple of hours, a day or two, a week, a couple of weeks and even a couple of months.
- Projects completed in the community
    o 2012-13 – 11
    o 2013-14 – 17
- Projects completed on campus
    o 2012-13 – 4
    o 2013-14 – 3
- Average number of hours spent on projects
    o 2012-13 – 24 hours
    o 2013-14 – 21 hours
- Average number of participants
    o 2012-13 – 13 per project
    o 2013-14 – 10 per project

Review Committee/ Process: The Coordinator of Student Life reviewed results from the Community Service Approval forms.

Proposed actions for next term/academic year:

- Have more of the clubs/organizations complete community service projects. This will increase not only the number of projects but the number of participants and hours spent on the projects.

Improvements: Get most all active clubs on board with doing and reporting their community service project. Will make sure to inform clubs/organizations that a portion of their allocated funds for the academic year is based on completing at least one community service project.

Assessment Report Review Rubric

Purpose:

     A rubric is a guide that differentiates between levels of development in outcomes assessment. The rubric is designed to clearly show departments/ units how the assessment report will be evaluated and where further action may be needed.

Directions:

     Mark the response to each item. If any item is not completed in its entirety the appropriate response is No. An Assessment Report review committee will use the same rubric to evaluate your assessment report.

Are the goals for the department/ service area measureable?

                                        Yes __X___   No _____

Comments:

Is a mix of quantitative and qualitative measures used to assess outcomes for each goal?

                                        Yes __X___   No _____

Comments:

Was research conducted and findings determined for each goal?

                                        Yes __X___   No _____

Comments:

Is there a review process in place for the department/ service area?

                                        Yes __X___   No _____

Comments:

Are action steps outlined where applicable?

                                        Yes __X___   No _____

Comments:

Was the self-assessment and action plan completed?

                                        Yes __X___   No _____

Comments:

Was the assessment measures inventory completed?

                                        Yes __X___   No _____

Comments:

Key Assessment Terms

Competencies/Goals are clear, meaningful statements of purpose or aspirations for the academic program or support service. Programs and services typically have several goals.

Outcome Measures are direct or indirect measures of student learning or of support services. Direct measures provide evidence of actual learning, e.g. paper, exam, artistic performance. Indirect measures provide evidence about characteristics associated with learning, e.g., student perception surveys, focus group interviews, alumni surveys. See below for detailed examples.

Research is the systematic collection and evaluation of outcomes data.

Findings are the results of research.

Review Process is the method(s) by which findings are discussed and reviewed by faculty, staff, and administrators.

Proposed Actions are the result of the review process and are based on findings.

Improvements are positive changes in student learning or support services as noted through the assessment process. It takes at least two iterations of the research and review process to document systematic improvement.

Examples of *Direct* Measures of Student Learning/Services

- **Scores and pass rates on standardized tests** (licensure/certification as well as other published tests determining key student learning outcomes)
- **Writing samples**
- **Score gains** indicating the "value added" to the students' learning experiences by comparing entry and exit tests (either published or locally developed) as well as writing samples
- **Locally designed quizzes, tests, and inventories**
- **Portfolio artifacts** (these artifacts could be designed for introductory, working, or professional portfolios)
- **Capstone projects** (these could include research papers, presentations, theses, dissertations, oral defenses, exhibitions, or performances)
- **Case studies**
- **Team/group projects and presentations**
- **Oral examination**
- **Internships, clinical experiences, practica, student teaching, or other professional/content-related experiences** engaging students in hands-on experiences in their respective fields of study (accompanied by ratings or evaluation forms from field/clinical supervisors)
- **Service-learning projects or experiences**
- **Authentic and performance-based projects or experiences** engaging students in opportunities to apply their knowledge to the larger community (accompanied by ratings, scoring rubrics or performance checklists from project/experience coordinator or supervisor)
- **Graduates' skills in the workplace rated by employers**
- **Online course asynchronous discussions** analyzed by class instructors

Whenever appropriate, scoring keys help identify the knowledge, skills, and/or dispositions assessed by means of the particular assessment instrument, thus documenting student learning directly.

Examples of *Indirect* Measures of Student Learning/Services

- **Course grades** provide information about student learning *indirectly* because of a series of reasons, such as: a) due to the focus on student performance or achievement at the level of an individual class, such grades do not represent an indication of learning over a longer course of time than the duration of that particular class or across different courses within a program; b) grading systems vary from class to class; and c) grading systems in one class may be used inconsistently from student to student
- **Grades assigned to student work in one particular course** also provide information about student learning *indirectly* because of the reasons mentioned above. Moreover, graded student work in isolation, without an accompanying scoring rubric, does not lead to relevant meaning related to overall student performance or achievement in one class or a program
- **Comparison between admission and graduation rates**
- **Number or rate of graduating students pursuing their education at the next level**
- **Reputation of graduate or post-graduate programs accepting graduating students**
- **Employment or placement rates of graduating students into appropriate career positions**
- **Course evaluation items related to the overall course or curriculum quality**, rather than instructor effectiveness
- **Number or rate of students involved in faculty research, collaborative publications and/or presentations, service learning, or extension of learning in the larger community**
- **Surveys, questionnaires, open-ended self-reports, focus-group or individual interviews** dealing with *current students'* perception of their own learning
- **Surveys, questionnaires, focus-group or individual interviews** dealing with *alumni*'s perception of their own learning or of their current career satisfaction (which relies on their effectiveness in the workplace, influenced by the knowledge, skills, and/or dispositions developed in school)
- **Surveys, questionnaires, focus-group or individual interviews** dealing with the *faculty and staff members*' perception of student learning as supported by the programs and services provided to students
- **Quantitative data**, such as enrollment numbers
- **Honors, awards, scholarships, and other forms of public recognition earned by students and alumni**

[Adapted from Maki, P.L. (2004). *Assessing for learning: building a sustainable commitment across the institution*. Sterling, VA: AAHE; and Suskie, L. (2004). *Assessing student learning: A common sense guide*. San Francisco, CA: Anker Publishing Company, Inc.]