



Co-curricular Assessment Report

Program/Department Name: Student Life
Year of CAR Completion: 2016-17
CAR Cycle: 2014-15-2016-17

Co-curricular Assessment Report

Organization of Program Review Materials:

- ◆ Component I: Response to Previous Co-curricular Assessment Report
- ◆ Component II: Review of Assessment Data
- ◆ Component III: Criteria for Co-curricular Assessment Report
- ◆ Component IV: Recommendations and Executive Summary
- ◆ Appendix A: Co-curricular Program/Department Summary Work Plan

NOTE: Please spell out any acronym the first time it is used.

NOTE: Whenever possible, link answers to supplemental documentation that you are providing.

Component I

Response to Previous Co-curricular Assessment Report

Based on your previous CAR review, identify strengths, areas of improvement, opportunities, threats, and progress to date. *(Please enter NA in these areas if this is your first CAR.)* ****If you are referring to supplemental documentation that you are including in this CAR, please identify that documentation clearly in your answers below.**

Program/Department: Office of Student Life

Strengths:

- Marketing of Student Life (Student Life web page, Portal, ANGEL, social media, all-student emails, department brochure, master calendar on SSC web page, bulletin boards around campus, monitor messages)
- Student leadership development
- Service learning opportunities in the community

Areas of improvement:

- Increase student satisfaction level with student activities
- Increase student participation in student clubs/organizations and student activities/events on main campus and satellite centers
- Increase number of clubs/organizations
- Increase awareness of value/importance of student organizations
- Increase faculty knowledge of Student Life activities/service
- Increase marketing presence of Office of Student Life
- Increase community service projects with clubs/organizations

Opportunities:

- Present Office of Student Life at New Student Orientation sessions and classroom presentations
- Presence at college events (i.e. Open Houses, Technology Nights, Campus Previews, Activities/Services Fair)
- Feedback from club advisors
- Feedback from community service partners
- Promote club diversity and growth with clubs/organizations
- Create a space for student recreation

Threats:

- Office of Student Life is an office of one (1)
- Faculty's lack of knowledge and/or referrals of Student Life activities/services
- Students lack of awareness on the benefits, importance, and value of Student Life engagement

Progress to Date:
May, 2017

Component II

Review of Previous Assessment Data

*****If you are referring to supplemental documentation that you are including in this CAR, please identify that documentation clearly in your answers below.***

1. What changes have been recommended that have had a positive effect on your program's outcomes? (Please be specific.)

- The majority of students who participated in student activities (clubs, activities, events) were satisfied
- Increased presence of Office of Student Life at college events/activities as well as classroom presentations
- Club Advisor feedback
- Community Service partner feedback
- Implementation of the Student Recreation/Game Room

2. What changes to your program/department were made based on findings from the previous CAR?

- Increased the number of classroom presentations
- Attended majority of all college events/activities to promote Office of Student Life
- Student Recreation/Game Room opened late Spring 2017
- Increased messages to faculty regarding student activities
- Club advisors received the Club Monthly Report form electronically every month
- Active club participation increased

Component III

Criteria for Co-curricular Assessment Report

Criterion 1.0 Mission, Values and Goals

Mission: The mission of the Stark State College Office of Student Life is to encourage and support student organizations, activities and initiatives in order to complement the educational environment and enhance student life, leadership and service on and off campus.

Values: Academic Excellence; Community Partnerships; Student Success

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

*Goals should align with current SSC Strategic Plan.

***Note if any changes have been made to the mission, values, and/or goals since the last CAR.**

Criterion 2.0 Baseline Data

1.) What baseline data has your Program/Department collected during this CAR term?

Noel-Levitz Student Satisfaction Inventory, CCSSE Survey, number of participants in student organizations, marketing review, Club Advisor feedback, number and types of clubs, surveys/questionnaires, open-ended self-reports/focus groups/individual interviews, project impact statements, feedback from Community Representatives, number of participants/projects/hours for service projects

2.) How is that data used to evaluate the Program/Department?

- A variety of assessment measures are used to assess department goals.
- Data is collected every semester as appropriate.
- Results are reviewed periodically with Advising/Student Engagement Specialist (supervisor) and Dean Student Success.
- Feedback from club advisors for programming and club activity.

Criterion 2.0 Program/ Departmental Assessment Procedure and Action Plan

Program/Department Name: Office of Student Life
Individual Completing Report: Cherie L. Barth
Individual(s) Reviewing Report: Renee' Lilly, Fedearia Nicholson, Club Advisors
Date: 5/11/17

Program/ Departmental Assessment Procedure and Action Plan

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 assessment process. A follow-up assessment report on the implementation of the assessment plan will be due at the end of the following academic year. Programs meeting effective assessment standards will be required to submit an assessment report on a three-year cycle (two years of assessment and one year of implementation).

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.

Assessment Criteria

Goals:

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

Yes No

Outcome Measures:

Are direct and indirect outcome measures identified for each goal?

Yes No

Research:

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

Yes No

Findings:

Are research results analyzed and interpreted and findings determined?

Yes No

Review Process:

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

Yes No

If no, what are the proposed action steps to meet the Criteria?

Proposed Actions:

Are recommendations acted upon?

Yes No

If no, what are the proposed action steps to meet the Criteria?

What is the proposed timetable for the action steps?

Improvements:

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

Yes No

If no, what are the proposed action steps to meet the Criteria?

What is the proposed timetable for the action steps?

Assessment Measures Inventory

***The matrix should contain all goals as they pertain to the CAR.**

Assessment Measures for Goals (Outcome measures from assessment report)	Is trend data available for the measure? (Yes, No, NA)	Has a performance benchmark(s) been identified for the measure? (Yes, No, NA)	Type of performance benchmark - SSC (internal), State-level (OACC, OBR, Etc.), National (Professional Org., accrediting group, etc.) <i>List all that apply</i>
Goal 1, Outcome Measure 1 CCSSE Survey	Yes	Yes	National
Goal 1, Outcome Measure 2 Number of participants in student organizations	Yes	Yes	SSC
Goal 1, Outcome Measure 3 Marketing Review	No	No	SSC
Goal 2, Outcome Measure 1 Noel-Levitz Student Satisfaction Inventory	Yes	Yes	SSC, National
Goal 2, Outcome Measure 2 Club Advisor feedback	Yes	No	SSC
Goal 2, Outcome Measure 3 Number & types of clubs	Yes	No	SSC
Goal 3, Outcome Measure 1 Leadership Academy certificate students overall evaluation web-survey	Yes	No	SSC
Goal 3, Outcome Measure 2 Leadership Academy session evaluations	Yes	No	SSC
Goal 3, Outcome Measure 3 Number of participants in student leadership activities (e.g. SGA, etc.)	Yes	No	SSC
Goal 4, Outcome Measure 1 Student Project impact statements	Yes	No	SSC
Goal 4, Outcome Measure 2 Feedback from community service representatives	Yes	No	SSC
Goal 4, Outcome Measure 3 Number of projects/ participants/hours	Yes	No	SSC

Criterion 3.0: 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 Program/Department on an annual basis. As an historical record of assessment activities, the report provides for and supports the *systematic* 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.

Provide a brief summary of baseline data collected by the Program/Department and how that data has been used during the current CAR cycle.

Provide a brief summary of *key findings*, either as bulleted points or in short paragraph form.

Provide a brief summary on the review committee/review 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/CAR cycle. Please note that not all findings result in actions.

Provide a brief summary of any improvements from the previous CAR cycle (this does not apply to new measures the first year).

Goal 1: To enhance awareness of student activities

Outcome Measure 1: CCSSE Survey (2014 Frequency Distributions – Student and Faculty Items)

Terms of Assessment: Fall _____ Spring _____ Annual X

Findings:

The CCSSE survey is conducted every three years. The last survey took place in 2014. The CCSSE survey was conducted again in Spring 2017. The results were not available for this assessment cycle.

- Faculty – How often do you refer students to student organizations? Results showed that at least 50% of faculty do not refer students to student organizations. The Office of Student Life is an office of one and these results are concerning given the fact this position relies on the faculty to help promote student organizations/activities. The survey showed students are being referred by faculty three times more than those who are actually participating.
- Students – How often do you use student organizations at the college? Results showed that 1 in 7 students participate in student organizations. One quarter surveyed believed in the importance of student organizations which means the majority of students don't

understand the role, value, relevance and/or importance of being involved with student organizations (higher grade point averages, complete credential, employers looking for the well-rounded student). Three quarters of those who participate are satisfied. Stark State College primarily offers academic-based student organizations.

- This survey also showed the college integrated the CCSSE into the College Strategic Plan as an outcome measure for Key Performance Indicator (KPI) Four: *Student Satisfaction and Engagement Profile*. This profile is one of five profiles which measures progress on Strategic Goal One: To Enhance Student-Centeredness and Accessibility. For Benchmark 5: Support for Learners the college scored in the 70th percentile nationally.

Review Committee/Review Process:

The Coordinator of Student Life reviewed results from the survey with the Director of Institutional Research & Planning.

Improvements:

Continue outreach efforts to both faculty and students:

- Develop a marketing plan to increase awareness of student activities and clubs/organizations on main campus as well as the satellite locations and the Akron campus.
- Enhance faculty (especially adjunct) knowledge and understanding of value of participation in Student Life activities/services/organizations for students.
- Collaborative efforts to announce activities/events/student clubs in classes will be increased with faculty.
- Increase club diversity.

Outcome Measure 2: Number of participants in student organizations

Terms of Assessment: 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. An increase of 8.7% has been reported since last assessment cycle even though the average enrollment decreased by 1.26%.

- 2014-15 Academic Year – 1262 participants reported (Average number of students enrolled: 12,794)
- 2015-16 Academic Year – 887 participants reported (Average number of students enrolled: 11,915)
- 2016-17 Academic Year – 1172 participants reported (Average number of students enrolled: 11,420)

Review Committee/Review Process:

The Coordinator of Student Life continuously reviews forms.

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. (NOTE: Student

Activities presentation at New Student Orientation took place during the 2015-16 and 2016-17 academic years since it became mandatory in Spring 2014.)

- Continue to market the clubs/organizations on main campus, Akron campus, as well as satellite locations.
 - Information in the Admissions/Recruitment packet
 - Have Student Activities brochure included in New Student Orientation packets
 - Participate in Open Houses/Campus Previews/New Student Orientation/Jump Start/Start-up week activities/Focus on the Finish
 - 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 classroom presentations on student life offerings
 - Have more clubs utilize college's learning management system
- 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.

Outcome Measure 3: Marketing review

Terms of Assessment: Fall _____ Spring _____ Annual X

Findings:

Items that were reviewed in this assessment cycle: Student Life webpage, Student Life brochure, Student Life section of the Portal, social media, the college's learning management system, Spring 2016 Student Recreation survey, Spring 2014 CCSSE Survey, and the Fall 2014 Noel-Levitz Student Satisfaction Inventory.

- A good percentage of the students are not involved, aware of, or understand the importance/relevance of student activities and/or clubs/organizations
- Students who were involved with student activities were satisfied with the clubs/organizations and activities/events
- Highly requested the following on the Student Recreation survey. (NOTE: 70.5% of students surveyed would support an activities fee of \$5-\$20 per semester):
 - Exercise area
 - Lounge area
 - TV/Video game area
 - Ping pong, pool tables, air hockey, foosball
 - Sports/outdoor activities

Review Committee/Review Process:

Continuously reviewed by the Coordinator of Student Life, Advising/Student Engagement Specialist, Dean Student Success, Club Advisors.

*The new Student Recreation/Game Room officially opened at the end of the Spring 2017 term. Assessment of this area will be completed during the next assessment cycle.

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 at all college locations; continue promotion of Office of Student Life in New Student Orientation; utilize SSC website, Portal, Facebook, and the college’s learning management system for announcements; and increase classroom presentations on Office of Student Life.

- Get more involvement from Satellite Centers and Akron Campus
 - Have the Student Government Officers/Senators visit the Satellite Centers and Akron Campus more frequently
- Have more clubs/organizations post activities/events on the master college calendar on the SSC webpage, Portal, social media, Blackboard
- Post club websites on each of the division’s web pages on the SSC website for more club visibility
- Review impact of mandatory New Student Orientation and classroom presentations with student awareness of Office of Student Life/clubs/activities, etc.

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

Outcome Measure 1: Noel-Levitz Student Satisfaction Inventory

Terms of Assessment: Fall _____ Spring _____ Annual X

Findings:

The Noel-Levitz Student Satisfaction Inventory is conducted every three years. The last survey took place in 2014.

- Institutional Summary #1 - Most students feel a sense of belonging here: Our students (5.63) are just as satisfied as students at peer institution (5.64).
- Institutional Summary #28 – It is an enjoyable experience to be a student on this campus: Our students (6.30) are just as satisfied as students at peer institution (6.22).
- Institutional Summary #36 – Students are made to feel welcome on this campus: Our students (6.34) are just as satisfied as students at peer institution (6.25).

Overall, the feedback indicates we met benchmarks. Satisfaction rating for respondents met the benchmark mean score for National Community Colleges – Midwestern.

Review Committee/Review Process:

The Coordinator of Student Life reviewed results from the survey with the Director of Institutional Research & Planning.

Improvements:

Continue offering a variety of student activities to include student clubs/organizations, activities, and events as well as new student orientation, Jump Start, and Welcome Week activities. To be determined during the next assessment cycle.

Outcome Measure 2: Club Advisor Feedback (semester review process)/Club Monthly Reports (monthly activities/events/projects)

Terms of Assessment: 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 2014 – 10 surveys returned
Spring 2015 – 11 surveys returned
Fall 2015 – 13 surveys returned
Spring 2016 – 9 surveys returned
Fall 2016 – 12 surveys returned
Spring 2017 – 6 surveys returned

Sending the monthly reports out electronically with automatic fill boxes 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 2014 – 28 clubs reported monthly
Spring 2015- 26 clubs reported monthly
Fall 2015 – 32 clubs reported monthly
Spring 2016 – 29 clubs reported monthly
Fall 2016 – 33 clubs reported monthly
Spring 2017 – 24 clubs reported monthly

Review Committee/Review Process:

The Coordinator of Student Life reviewed results from the surveys and reports. Results were shared with Advising/Student Engagement Specialist, Dean Student Success, Club Advisors.

Improvements:

Responses on club advisor feedback form decreased over last cycle by 1.1% while the number of Club Monthly Reports returned have increased over last cycle by 1.7%. Sending these forms in electronic format with automatic fill boxes along with a deadline date was helpful with number of surveys returned.

- Continue to send Club Monthly Report form electronically with a deadline date 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 2014-2017: 21 (1.7% increase over last cycle).

Outcome Measure 3: Number & Types of Clubs

Terms of Assessment: Fall _____ Spring _____ Annual X

Findings:

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

Academic Year 2014-15 – 53 clubs available (41 active)

Academic Year 2015-16 – 52 clubs available (39 active)

Academic Year 2016-17 – 52 clubs available (43 active)

Review Committee/Review Process:

The Coordinator of Student Life will continuously review.

Improvements:

Number of clubs increased by two (2) since last assessment cycle (.96%). Active club participation has increased by ten (10) since last assessment cycle (7.7%). (NOTE: Retired one club in 2014-15 and one club was inactive during the 2015-16 & 2016-17 academic years.)

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

Goal 3: To support student leadership development

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

Terms of Assessment: 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 40 responders for the six (6) surveys conducted. Certificate earners: Fall 2014 –28; Spring 2015 – 33; Fall 2015 – 29; Spring 2016 – 18; Fall 2016 – 22; Spring 2017 - 17

- Did the SLA meet your expectations? The certificate earners overwhelmingly felt the program met their expectations.
 - Fall 2014 – 100%
 - Spring 2015 – 100%
 - Fall 2015 – 100%
 - Spring 2016 – 100%
 - Fall 2016 – 100%
 - Spring 2017 – 100%
- 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.
 - Fall 2014 – 100%
 - Spring 2015 – 100%
 - Fall 2015 – 100%
 - Spring 2016 – 85.7%
 - Fall 2016 – 100%
 - Spring 2017 – 83.3%

- Was the location of the SLA convenient? Students stated the location of the SLA was convenient. Sessions were offered at both Stark State College and Kent State University at Stark.
 - Fall 2014 – 100%
 - Spring 2015 – 100%
 - Fall 2015 – 100%
 - Spring 2016 – 100%
 - Fall 2016 – 100%
 - Spring 2017 – 100%
- Were the program topics relevant? For all surveys (Fall 2014, Spring 2015, Fall 2015, Spring 2016, Fall 2016, Spring 2017) 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 2014, Spring 2015, Fall 2015, Spring 2016, Fall 2016, Spring 2017) 100% felt the presenters were well versed with conveying their topic.
- The students were asked if they would recommend the SLA to other students. For the majority of the surveys (Fall 2014, Spring 2015, Fall 2015, Spring 2016, Fall 2016, Spring 2017) the certificate earners would recommend the SLA to other students.
- 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, social media, the Student Life web page, college monitors, or heard of the program from an instructor or another student.
 - Fall 2014
 - E-mail – 75%
 - MyStarkState – 16.7%
 - Another Student/Instructor – 8.3%
 - Student Life Web Page – 16.7%
 - Social Media – 8.3%
 - Spring 2015
 - E-mail – 80%
 - MyStarkState – 40%
 - College Monitors – 20%
 - Fall 2015
 - E-mail – 100%
 - MyStarkState – 66.7%
 - Another Student/Instructor – 33.3%
 - Spring 2016
 - E-mail – 71.4%
 - MyStarkState – 42.9%
 - Another Student/Instructor – 42.9%
 - College Monitors – 14.3%
 - Other – 14.3%
 - Fall 2016
 - E-mail – 40%
 - MyStarkState – 60%
 - Another Student/Instructor – 20%

- Spring 2017
 - E-mail – 83.3%
 - MyStarkState – 50%
 - Another Student/Instructor – 16.7%
- 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).
 - Fall 2014
 - Interest in program topics – 66.7%
 - Resume builder – 16.7%
 - Other – 16.7%
 - Spring 2015
 - Interest in program topics – 100%
 - Fall 2015
 - Interest in program topics – 66.7%
 - Other 33.3%
 - Spring 2016
 - Interest in program topics – 14.3%
 - Resume builder – 57.1%
 - Other – 28.6%
 - Fall 2016
 - Interest in program topics – 20%
 - Resume builder – 60%
 - Other – 20%
 - Spring 2017
 - Interest in program topics – 50%
 - Resume builder – 33.3%
 - Other 16.7%
- The students were asked to rate their overall satisfaction with the SLA. Again, the majority was very satisfied and/or somewhat satisfied with the SLA.
 - Fall 2014 – 91.7%
 - Spring 2015 – 100%
 - Fall 2015 – 100%
 - Spring 2016 – 100%
 - Fall 2016 – 80%
 - Spring 2017 – 66.7%

Review Committee/Review Process:

The Coordinator of Student Life at both Stark State and Kent State University at Stark, as well as the Assistant Director of Career Services reviewed results from the survey.

Improvements:

To be determined on a semester by semester basis. Review of survey generally assists with the planning of future programming.

- Continue to look at new, innovative ways to promote the Student Leadership Academy. Currently use student email, Portal, social media, website, word of mouth.

- Continue to offer sessions during lunch time and using the four-day format alternating sessions on Monday/Thursday or Tuesday/Wednesday at Noon or 12:30 p.m.
- Continue to review each terms sessions with the KSU-Stark organizers to plan future programming.

Outcome Measure 2: Leadership Academy session evaluations

Terms of Assessment: Fall Spring 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 consideration at the wrap-up meeting with the KSU-Stark organizers.

Review Committee/Review Process:

The Coordinator of Student Life at both Stark State and Kent State University at Stark, as well as the Assistant Director of Career Services reviewed results from the session surveys.

Improvements:

To be determined on a semester by semester basis. Review of session surveys assist with the planning of future programming.

- 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 Servant Leadership: Volunteerism in other counties (more convenient for students outside of Stark County area).
- 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.

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

Terms of Assessment: Fall Spring Annual

Findings:

Numbers are from Fall 2014, Spring 2015, Fall 2015, Spring 2016, Fall 2016 and Spring 2017

- Fall 2014 participants – 52; Spring 2015 participants – 59; Fall 2015 participants – 46; Spring 2016 – 22 participants; Fall 2016 – 41, Spring 2017 – 34
 - Attendance numbers tended to be lower for the later sessions in the term as people reached their required sessions to receive their certificate.
 - Having the sessions over the lunch time hour continued to be popular.
 - Continued a four-day format and alternated sessions on Monday/Thursday or Tuesday/Wednesday at Noon or 12:30 p.m. 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.
 - The sessions were offered at both KSU-Stark and SSC campuses which made it convenient for students on both campuses.

Review Committee/Review Process:

The Coordinator of Student Life continuously reviewed session numbers completed by participants.

Improvements:

To be determined on a semester by semester basis.

- 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 and/or Interview Stream with Career Development, ALiCE training, and attending the Greater Canton Collegiate Job & Internship fair as options for completing a session.
- Continue allowing additional sites for Servant Leadership: Volunteerism in other counties.
- Consider offering credit for volunteering during on-campus activities (Service Learning).
- Continue offering the sessions during the lunch time hour.
- Continue to review each terms sessions with the KSU-Stark organizers.

Goal 4: To promote service learning opportunities

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

Terms of Assessment: Fall X Spring X Annual

Findings:

- The majority of the clubs/organizations who reported enjoyed their service to the community.
- A good number of clubs/organizations responded that they appreciated raising awareness for their particular community service partner.
- Many of the clubs/organizations assisted with the new Students Serving Students Food Pantry that was founded by the Psi Beta Psychology Honor Society in academic year 2015-16.

- Numerous clubs/organizations raised money, did a specific collection for their community service partner (food, clothing, toys, school supplies), or had a speaker/display/performed a service (blood pressure screenings, blood drives, STEM projects, tax preparation, healthy food preparation) on campus for a presence/raise awareness.

Review Committee/Review Process:

The Coordinator of Student Life reviewed results from the Community Service Approval forms and shared information with Advising/Student Engagement Specialist, Dean Student Success, Club Advisors.

Improvements:

The Community Service Approval form the club/organization submits includes an impact statement 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 for future reporting.

- Encourage more of the active clubs/organizations to complete community service projects.
- Develop a list of available service opportunities/projects with contact information on MyStarkState to give all students and faculty/staff an opportunity to participate.

Outcome Measure 2: Feedback from Community Service Representatives

Terms of Assessment: Fall X Spring X Annual

Findings:

Academic Year 2014-15 feedback forms submitted: 9

Academic Year 2015-16 feedback forms submitted: 8

Academic Year 2016-17 feedback forms submitted: 8

- Frequency club(s) volunteered
 - Every week – 2
 - Every month – 1
 - Every 2-3 months – 2
 - Every 4-6 months - 2
 - Once or twice a year – 17
- The majority of community partners learned of the college’s service program through a Stark State Colleges student/faculty/staff.
- All community partners who responded said they would recommend this opportunity to another community colleague.
- All but one community partner said they were very satisfied with each 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 that future student groups who have made a commitment to volunteer and provide a community service, keep the schedule they agreed to, and work the committed hours.

Review Committee/Review Process:

The Coordinator of Student Life reviewed results from the surveys and reports results to Club Advisors.

Improvements:

Continue to stress to the active clubs/organizations they will not receive their full allocation unless one community service project is completed during the academic year.

- Encourage 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.

Outcome Measure 3: Number of projects/participants/hours

Terms of Assessment: Fall _____ Spring _____ Annual X

Findings:

Academic Year 2014-15 projects completed: 65

Academic Year 2015-16 projects completed: 64

Academic Year 2016-17 projects completed: 41

- 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 (reported)
 - 2014-15 – 18
 - 2015-16 – 11
 - 2016-17 – 23
- Projects completed on campus (reported)
 - 2014-15 – 1
 - 2015-16 – 5
 - 2016-17 – 3
- Average number of hours spent on projects (reported)
 - 2014-15 – 15 hours
 - 2015-16 – 13 hours
 - 2016-2017 – 21.5 hours
- Average number of participants (reported)
 - 2014-15 – 10 per project
 - 2015-16 – 11 per project
 - 2016-17 – 11 per project

Review Committee/Review Process:

The Coordinator of Student Life reviewed results from the Community Service Approval forms the clubs/organizations submitted.

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.

- 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.

Criterion 4.0 Program/Department members are qualified by professional background, experience, and continuing professional development and meet the needs of the Program/Department.

Yes	No	DNA		
X			4.1	Employee (full-time and part-time) credentials meet the program, college, state, and national accreditation requirements.
X			4.2	Annual Employee Performance Evaluations are on record in Human Resources.
X			4.3	Employees (full-time and part-time) are involved in professional organizations, presentations, and/or other scholarly works.
X			4.4	Employees are involved in the development of program/department initiatives that support the College Mission.

3. Additional Comments: (Please explain any “No” selections.)

Reflective Narrative Questions:

1. Describe how Performance Evaluations are being used to enhance the Program/Department. The Office of Student Life is led by one person. Performance evaluations completed over the last three years have been extremely positive stating exceptional planning and organization (even with limited resources and personnel) with successful initiatives and events.

2. Describe how professional development benefits the program. By attending pertinent webinars, statewide and national leadership conferences.

3. Describe how employees are involved in the development of program/department initiatives that support the College Mission.

Faculty/staff club advisors – most clubs are co-curricular in nature and help develop student learning outcomes. Active participation on the Student Affairs Committee.

Criterion 5.0 Program/Department is responsive to changes in current technology and adequate resources.

Yes	No	DNA		
X			5.1	Program/Department changes are consistent with technological and scientific advances, and Program/Department content incorporates new developments in the field.
X			5.2	Employees work with supervisors to ensure adequate and current resources available for the Program/Department.
X			5.3	Employees work with information technology staff to ensure availability of appropriate software and hardware components.

Additional Comments: (Please explain any “No” selections.)

Reflective Narrative Questions:

1. Explain the changing conditions within the field.

The challenge of student engagement with the growing online student population and the ability to offer services as an office of one with the addition of the satellite centers and the Akron campus.

2. How are these changing conditions addressed within the Program/Department?

Discussed at Student Success division meetings and club advisor semester meeting.

3. Explain how employees work with information technology staff to ensure availability of appropriate software and hardware components.

Run reports through Argos and Internet Native Banner

Component IV

Recommendations and Executive Summary

Based on the results of this current CAR, list your strengths, areas of improvement, opportunities, threats, and recommendations.

Program/Department: Office of Student Life

Strengths:

- College's support of enhancing Student-Centeredness and Accessibility
- Student satisfaction with student activities increased over last CAR cycle
- Opened the Student Recreation/Game Room in late Spring 2017
- Student leadership development
- Service learning opportunities to the community
- Presented the Office of Student Life at New Student Orientation sessions, classroom presentations, and numerous college events

Areas of improvement:

- Increase faculty knowledge and referrals of Student Life activities/services
- Increase students awareness of the benefits, importance, and value of Student Life engagement
- Increase number of co-curricular, social, and honorary society clubs/organizations

Opportunities:

- Feedback from club advisors
- Feedback from community service partners
- Promote club diversity and growth with clubs/organizations

Threats:

- Faculty's continued lack of knowledge and/or referrals of Student Life activities/services
- Office of Student Life as an office of (1)
- Extending services to satellite locations and Akron campus
- Declining enrollment

Priority Recommendations: *(For each area listed below, please number all recommendations as they will be prioritized on the [Summary Work Plan - Appendix A](#). Sufficient support for the recommendations must be included, either by reference to responses in the components or specific Criterion or by additional information included with this program review.)*

Additional Information. On occasion, some programs may have additional documents that they feel should be included to complete the self-study. Supporting documents may include such things as program self-study reports, case study reports, survey statistics, focus group data, etc. All supporting documentation must be dated within this CAR period. Please list below the additional documents that you will be adding to this CAR in support of your recommendations.