Program/Unit Name: Department of Student Engagement (DOSE)

Program Type: Student Support Services

Start: 7/1/2016

End: 6/30/2017

Academic Program/Administrative Unit Mission Statement

The Department of Student Engagement provides quality programs, services and facilities to promote the development of all students while enriching and supporting the growth of the University ABC community.

Unit/School/College Mission

The Division of Student Life at the University ABC is dedicated to facilitating the cultural, social, emotional, physical, ethical and intellectual development of all students so that they may become responsible and effective individuals.

Assessment Process: The assessment process description should present a clear understanding of how the program/unit utilizes assessment data for continuous quality improvement.

The DOSE adheres to CAS standards and utilizes a variety of instruments and methods to determine student interests and needs and measure the attainment of outcomes. Examples include: review of CIRP and NSSE data collected by the University, program evaluations, focus groups, surveys, performance evaluations, and data collected through use of Maxient and OrgSync software systems.

Assessment data will be shared via the DOSE annual report that is posted online and provided to staff members and Student Affairs department heads for review. Data will be analyzed to identify the need for improvements/revisions/discontinuation of current programs and services, as well as modifications to student and staff training and development.

Additional Background:

Starting in 2012-2013, the DOSE decided to assess the impact it was having on student employees within the department, and the skills these students were gaining as a results of employment. After an initial year of planning and a subsequent year of implementation and data gathering, DOSE made a few programmatic changes to better serve students and resource allocation. One such change, in 2014-2015, included starting a half-day training session for new and returning employees, as opposed to the prior method of individual training students or small groups of students. The training consists of a general overview of job expectations, operational procedures, a building tour, and a meet-and-greet. The department also implemented a more formal evaluation procedure to help student supervisors increase student development. This includes a mandated mid-year and end-of-year student-supervisor meeting and the application of evaluation criteria.

Pathways for Developing an Effective
Model for Administrative, Academic
and Student Services Assessment

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Student Employees and Student Leaders

1. Outcome: The outcomes are specific, measurable, attainable, results oriented, and time bound. The outcomes are clearly related to the mission and focus on activities of the Program/Unit.

Students holding leadership positions (SGA, Activities Board, etc.) within the Department of Student Engagement will demonstrate growth and development of practical and transferable skills related to communication, problem solving, and customer service.

Background Information for the Outcome: Communication - the ability to exchange information through verbal and non-verbal symbols and behaviors. Examples include development and application of public speaking tools and techniques to relay information concisely and clearly to others and to utilize technology appropriately to enhance oral communication; to use proper grammar and formatting in written communication and be able to tailor documents and materials to an intended audience; to practice and model active listening, manage one's emotions and impulses, and respond appropriately based on the situation.

Customer Service - demonstration of a basic understanding of best practices related to customer service and delivery; the ability to provide quality customer service, train others in methods and practices of delivery, and effectively manage conflict or customer concerns.

Problem Solving - demonstration of the ability to apply techniques learned to diffuse complex, difficult situations and resolve conflict. Ability to analyze problems identify opportunities or possible solutions and to take the initiative to implement steps identified to rectify the situation or program in a proactive manner.

2. Assessment Methods: The measure matches the outcome, uses appropriate direct and indirect methods, indicates desired level of performance, helps identify what to improve, and is based on tested, known methods. Please enter at least 2 measures.

Measure 1.1: A survey will be administered to student employees to determine students' comfortability with certain administrative tasks. The survey uses a scale of 1 to 5, 1 being the lowest and 5 being the highest. The data will be presented in percentages using the average for each indicator. The following timeline has been created for administration of the survey:

- August 2015 - during training (Pre)
- End-of-Year - to be completed by end of spring semester (Post)

Performance Target 1: The average of students' responses will be at least 75% for the second administration of the survey on each of the 3 skill sets.

Performance Target 2: There will be at least a 25 percentage point improvement of student employees skill sets from pre to post survey administration.

Measure 1.2: Mid-year and end-of-year performance evaluations will be conducted (by student supervisor) and reviewed to determine significant growth and development in one or more skill areas. The performance evaluations use a scale of 1 to 5, 1 being the lowest and 5 being the highest (this mirrors the student survey). The data will be presented in percentages using the average for each indicator.

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Performance Target: There will be at least a 25 percentage point improvement of student employees skill sets from the mid-year performance evaluation to the end-of-year performance evaluation.

3. Assessment Results: Reported data are aligned and appropriate to the outcome and the corresponding measure. Sampling methodology, population size (N), and sample size (n) must be provided.

Measure 1: Table 1 shows the results for the survey administered during the trainings (represented by PR), at the end of the year (represented by PO), and the percentage point difference between the two administration periods (represented by %D). It includes all three skill sets (communication, problem solving, and customer service). The table includes data from 2014-2015 to 2016-2017. In 2016-2017, there were a total of 85 student workers during the first administration of the survey and 100 students during the second, with a 90% and 95% response rate respectively. As can be seen in the table, the indicators for 2016-2017 have all meet the 70% performance target and all indicators showed a 25 or more percentage point increase.

Table 1. Student Survey

Skill Set	2014-2015			2015-2016			2016-2017		
	PR	PO	%D	PR	PO	%D	PR	PO	%D
Communication	45%	90%	45%+	50%	70%	20%+	50%	75%	25%+
Problem Solving	50%	75%	25%+	40%	65%	25%+	45%	80%	35%+
Customer Service	65%	85%	20%+	60%	80%	20%+	50%	80%	30%+

Measure 2: Table 2 shows the results for the student performance evaluations for mid-year (represented by PR), end-of-year (represented by PO), and the percentage point difference between the two administration periods (represented by %D). In 2016-2017, there were a total of 100 student workers during both administrations of the performance evaluations. As can be seen in the table, only 1 of the 3 indicators (problem solving) showed a 25 or more percentage point improvement.

Table 2. Student Performance Evaluation

Skill Set	2014-2015			2015-2016			2016-2017		
	PR	PO	%D	PR	PO	%D	PR	PO	%D
Communication	35%	65%	30%+	35%	65%	30%+	45%	65%	20%+
Problem Solving	40%	50%	10%+	40%	55%	15%+	20%	60%	40%+
Customer Service	60%	70%	10%+	50%	60%	10%+	55%	60%	5%+

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4. Use of Assessment Results: Reflect on the data. What do the data mean for your unit? What changes/strategies were implemented based on the results?

Reflection on the data:

Implemented or Recommended Changes:

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