

## Student Services

### *Expanded Statement of Institutional Purpose*

#### **Institutional Mission Reference**

The mission and major goals of Old Dominion University can be found in the University Catalog and the 2000-2005 Strategic Plan. An important part of the University's mission is to "promote the advancement of knowledge and pursuit of truth. It develops in students a respect for the dignity and worth of the individual, a capacity for critical reasoning and a genuine desire for learning."

"Every Old Dominion University undergraduate student follows a general education program that is designed to develop the intellectual skills of critical thinking and problem solving and to encompass the breadth of understanding needed for personal growth and achievement and for responsible citizenship. This general education program places special emphasis upon appreciation of the arts and upon understanding the perspectives of women, minorities, and non-Western cultures."

"The enrichment of the lives of students and residents of Hampton Roads is fostered through University sponsored cultural activities, fine and performing arts events, and intercollegiate athletics."

"Extracurricular activities and experiences are offered that challenge students to develop a personal system of values, to think and act autonomously, to achieve physical competence and to establish a sense of their own identity. Other services help students meet educational, personal, and health needs."

"To evaluate its accomplishments against its goals, a continued process of systematic assessment is given high priority by the University. Information gained from such efforts is utilized to ensure the highest quality for all University programs."

#### **Institutional Goal(s) Supported**

To support Old Dominion University's mission, Student Services provides meaningful student life experiences which foster an affirming and enriching campus environment and challenge and support students in order to facilitate the development of their intellectual, emotional, physical, recreational, ethical and spiritual growth.

### *Intended Objectives, Methods for Assessment, Criteria for Success, Assessment Results, and Use of Results*

#### **Intended Objective 1**

To motivate students to see college as a seamless educational opportunity with the potential for learning inherent in both curricular and co-curricular experiences. And to promote this learning through encouraging both active participation and reflection.

#### **Method for Assessing Objective 1 and Criterion for Success:**

UI:1.2.C Develop measurable student learning and/or developmental outcomes for all Student Services Programmatic interventions which have learning or student development goals.

UI:8.2.A Conduct campus-wide assessment to identify campus life opportunities and activities that are vibrant and appeal to students.

UI: 9:1.A Support the implementation of the ideals established in the Monarch Creed as a model of conduct for members of the University community.

DI:1.2.A With the assistance of a consultant, enhance programmatic attention for off-campus and commuter students.

**Summary of Assessment Data Collected for Objective 1:**

UI:1.2C Under the direction of the Student Learning Team data related to student learning or development outcomes is maintained in the Student Services Database.

UI:8.2.A The Programming Survey and Leadership Development Survey were conducted. Information has also been pulled from the Freshman Assessment Survey and Quality of Residence Life Survey. In addition, questions are added on an ongoing basis to new assessment tools as they are developed.

UI:9.1A This is an ongoing project. Framed Monarch Creed posters have been posted on campus, the "Live the Creed" award was created, and students at Debut compete for a \$100.00 prize via an essay contest which focuses on the Creed. Articles have appeared in various campus publications to raise awareness of the Creed.

DI:1.2.A Barbara Jacoba was retained as a consultant and all of her suggestions have been implemented. In addition a new staff position was created to focus on off-campus and commuter student needs.

**Use of Assessment Results from Intended Objective 1 to Improve Educational Support or Administrative Unit:** UI:1.2.C Data maintained in the Student Services Database will be used for future planning and program intervention.

UI:8.2A Assessment results were used to plan programs and activities for the 2001-02 academic year.

UI:9.1.A Community awareness of the creed was increased and model behavior was acknowledged.

DI:1.2.A A new staff position was created to address the needs of off-campus and commuter students.

**Intended Objective 2**

To remove barriers and enhance the opportunities for student success and retention by providing programs and services to serve as resources for faculty and to create partnerships with faculty.

**Method for Assessing Objective 2 and Criterion for Success:**

UI:1.2.F Recommend the initiation of specific academic and student services programs to increase freshman and transfer student retention and graduation rates and assist with achieving the minimum goal of the 69th percentile of the University's peer group institutions.

UI:1.2.H Identify effective methods for monitoring freshman and transfer students' progress, recognizing problems, and intervening to provide corrective action during the time between initial enrollment and bachelor's degree completion.

UI:1.4.A Provide academic departments with the training and support necessary for the new general education emphasis on writing.

UI:1.4.B Coordinate existing resources and agencies on campus for the purpose of clarifying responsibilities, identifying resource needs, and providing needed services.

UI:1.4.C Produce a guide to existing writing resources for students.

UI:1.9.A Examine the current undergraduate student advising system and recommend benchmarks for the University's advising system based on comparisons with peer institutions, exemplary programs, and national association standards.

UI:1.9.F Provide appropriate advising, additional attention and services to undecided and at-risk students, such as an advising workshop for students on probation.

UI:1.10.B Examine alternatives to assure the success of entering students as they transition to the University.

UI:1.10.C Examine the effectiveness of University and college-based orientation courses for incoming students in

all colleges.

UI:5.3.B Establish a schedule of workshops and individual sessions for improving writing skills

UI:5.3.F Increase support for the Writing Center so that it can improve service to TELETECHNET students.

UI:8.5.D Identify and address physical accommodations, accessibility, and technological impediments for faculty, staff, students, alumni, and visitors with disabilities.

DI:1.1 Often in conjunction with other University departments, design, implement and evaluate at least two new Division-sponsored programs each year; these creative programs will enhance the quality of student life and a sense of University community.

DI:1.3 Based on the results of needs assessments, plan appropriate programming and services for distance learners.

**Summary of Assessment Data Collected for Objective 2:**

UI:1.2.F Sponsored the Academic Success Fair in the Fall and the Big Blue Major Experience Fair in the Spring to enhance student awareness of academic resources and major exploration. Extended the Initial Interview Protocol (structured initial interview process) in Advising Services (AS) beyond entering freshmen to include entering transfer students to enhance advisor awareness of potential student problems. Advising Services conducted individual interviews in January/February with all their students on Academic Probation. Those below 1.75 were also required to see the Director of Counseling Advising. Required all probation students to enter into an Academic Success Contract with specified remedies for their academic difficulty.

UI:1.2.H Alerted all freshmen university advisors to contact students with high Probation Scores on the Freshmen Survey to provide early interventions. Integrated practicum students from the graduate Counseling program into the service delivery of Advising Services to enhance services to at-risk students. Counseling (CS) and Advising (AS) staff participated in the training of resident assistants during the summer to enhance their skill in recognizing and intervening in the academic and personal problems of their residents. Conducted the Academic, Career and Personal series of workshops offered weekly during Activity Hour by CS. AS met with representatives from Admissions and Financial Aid to insure up to date information by advisors on transfer and financial issues

UI:1.4.A A workshop titled, "The Writing Across the Disciplines" was held to train faculty members.

UI:1.4.B Coordination of resources is done on an on-going basis.

UI:1.4.C The Writing Center and Testing web sites, with links to the Writing Tutorial site, provide a guide to University writing testing requirements. The Writing Center site provides information on the Exit Examination of Writing Proficiency, including a handbook, on-line registration and a posting of results. In addition a Discussion board and Chat Room is available for students who have have questions about the exam or other writing matters.

UI:1.9.A Conducted a major web based survey of university advising with over 2000 students responding.

UI:1.9.F Increased the average number of appointments in Advising Services for at risk students from slightly over 4% to nearly 7% per year. Increased the number of initial fall advisor appointments in Advising Services held prior to the due date from 43% to 71% of assigned students. Increased the number of, and attendance at, spring Academic Success groups offered for probation students by Advising Services and Counseling Services. Continued to provide a series of Academic Issues workshops through Counseling Services. Monitored the progress of all Advising Services students on probation and required students to participate in interventions in the spring. Advising Services at risk students had a fall probation rate only 1 percentage point higher than the freshman class as a whole (26 vs. 25 %).Thirty percent of Advising Services students had a fall grade point average of 3.0 or higher.

UI:1.10.B Evaluation of the First -Year experience was completed and will be re-evaluated annually.

UI:1.10C Shared Initial Interview protocol with advisors in the colleges to use with freshman and new transfers. Solicited feedback from participants in Preview programs.

UI:5.3.B Workshops for writing and spelling (GNST060, GNST061) instruction for students who need a review of writing skills and/or the rules for spelling are offered each semester by the Writing Center. The classes are posted in each semester's schedule of Classes.

UI:5.3.F A full-time position was created for the Exit Exam Assistant to improve services to TELETECHNET students.

UI:8.5.D The Accessibility Committee meets regularly to review campus construction plans for accessibility.

DI:1.1 New division programs have been established each year. This is an ongoing project.

DI:1.3 Two sites Student Advisory Boards have achieved recognized student organization status, and three additional sites are in the process of becoming recognized. A TELETECHNET Student Day is hosted each year on the Norfolk campus, WILD and a writing workshop will be taken on the road to the Southwest Center and Northern Virginia Center.

**Use of Assessment Results from Intended Objective 2 to Improve Educational Support or Administrative Unit:**

UI:1.2.F Based upon program feedback these intervention strategies will be continued.

UI:1.2.H Increased the likelihood that academically at risk students would be identified, and as a result provided timely intervention strategies.

UI:1.4.A Regular scheduled training is now provided by the English Department.

UI:1.4.B This is an on-going initiative which depends upon new and existing partnerships within the university community.

UI:1.4.C Students can now access all the published writing resources in one location on-line.

UI:1.9.A As a result of the assessment, the advising process is being enhanced to better meet students' needs.

UI:1.9.F Provided increased monitoring and intervention assistance for at risk students and undecided students.

UI:1.10.B Decision was made not to expand the program to other residence halls due to interest level. Extended the program to first time transfer students with positive results in terms of retention.

UI:1.10.C Freshman and Transfer Previews were enhanced as a result of the feedback solicited from students, parents, and University representatives. Exploration of suggestion to make Transfer Preview mandatory is being pursued.

UI:5.3.B Due to the feedback received from participants, the workshops will continue to be offered.

UI:5.3.F TELETECHNET will continue to provide support for site visits in an effort to improve services to students.

UI:8.5.D Annual reviews are completed to improve access related to programs, technology or physical plant and appropriate recommendations are made as needed.

DI:1.1 These creative programs enhance the quality of student life and enrich the sense of University community.

DI:1.3 Assessments were used to drive programming and service improvements for TELETECHNET students. The Vice President for Student Services will continue to visit sites to interact with students in an effort to improve services.

**Intended Objective 3**

To meet students' immediate needs by treating physical illnesses and psychological problems and to provide health education designed to increase awareness of Low and high risk choices, especially those related to stress management, human sexuality, and alcohol and other drugs.

**Method for Assessing Objective 3 and Criterion for Success:**

UI:8.3.A Review the needs and desires of the University community in the areas of wellness through evaluation of assessments conducted across the campus.

UI:8.3.B Design and communicate educational programs which focus on substance abuse issues.

DI:1.2F Plan uses for the new ropes course and develop a Ropes Course Manual.

**Summary of Assessment Data Collected for Objective 3:**

UI:8.3.A Focus groups were conducted with the Resident Assistants to assess their perceptions of wellness topics that students were interested in by rank order in January 2001. Residence Life conducted the Developmental Academic Advising Inventory which included question regarding student health behaviors. A campus wide assessment of student health behaviors and interests is scheduled for spring 2002

UI:8.3.B Student Health Services prepared an alcohol plan which utilizes an environmental management approach emphasizing policy and collaboration for responsible use of alcohol/drugs. Numerous programs have been designed and implemented which include: National Collegiate Alcohol Awareness Week, Safe Spring Break Campaign, Great American Smokeout, TIPS Training, birthday cards program that promotes responsible celebrations, Last Call Alcohol and Drug Workshop(judicial sanction), Alcohol Education (judicial sanction), orientation program concerning making responsible decision about alcohol, designated drivers campaign and the ropes course.

DI:1.2F A ropes course manual was developed and the ropes course has been promoted for use by students, and staff as a team building and challenge exercise.

**Use of Assessment Results from Intended Objective 3 to Improve Educational Support or Administrative Unit: UI:8.3.A**

Data from the assessments will be used to influence wellness programming offered on campus. Additionally the data will be used to help launch Healthy Campus 2010 an initiative of the American College Health Association and the U.S. Department of Health and Human Services.

UI:8.3.B Feedback from individual program evaluations will be used to influence future program design.

DI:1.2F Facilitator training will be revised as needed based on Ropes Course Evaluations. Facilitators will be trained in CPR during the next academic year.

**Intended Objective 4**

To provide students opportunities for the development of social and leadership skills and for effective interaction with other individuals and groups.

**Method for Assessing Objective 4 and Criterion for Success:**

DI:1.1A Evaluate and purpose changes for a systematic University orientation program for all new students.

DI:1.1.B Highlight existing traditions; create new ones

DII.1.D Propose at least one, new campus-wide event program/event capable of attracting diverse student involvement of at least 2,000.

DI:1.2.B In conjunction with student leaders, plan two on-campus programs/events per semester, marketed to the

entire Norfolk campus student body, capable of attracting a minimum of 500 majority students.

DI:1.2.C Plan appropriate services and programs for students attending the University's Higher Education Centers.

**Summary of Assessment Data Collected for Objective 4:**

DI:1.1.A Currently exploring making Transfer Preview mandatory for all transfer students. All transfer students with under 26 transfer credits are currently required to attend Preview.

DI:1.1.B Student Activities staff highlighted Homecoming and Senior Toast traditions. In addition Something To Do In April and Speech Fest have been instituted for the upcoming academic year.

DI:1.1.D Spring Fling was planned and implemented.

DI:1.2.B The concert series addressed this initiative.

DI:1.2.C Flu shots were administered at the Virginia Beach Higher Education Center, and writing workshops are planned for Southwestern Center and Northern Virginia Center.

**Use of Assessment Results from Intended Objective 4 to Improve Educational Support or Administrative Unit:** DI:1.1.A Based on evaluations from PREVIEW participants and presentors, efforts are underway to consider making PREVIEW mandatory for all students. In addition, the DEBUT program is being reviewed to consider expanding the program timeline.

DI:1.1.B Efforts to create new traditions have resulted in dynamic new programs and have brought a sense of renewal to existing programming.

DI:1.1.D As a result of the success of Spring Fling the Student Life Staff will continue to seek new methods to attract diverse student involvement in programming and participation.

DI:1.2.B Programming efforts will continue.

DI:1.2.C The Vice President for Student Services will continue to visit the University's Higher Education Centers to identify needed services and programs.

**Intended Objective 5**

To provide opportunities for interaction among individuals of different cultures, backgrounds, orientations, and abilities in order that they might develop an appreciation for each other, overcome stereotypical role restrictions, and value cultural diversity.

**Method for Assessing Objective 5 and Criterion for Success:**

UI:9.1.C Develop programs where interested faculty, staff, and students can meet and talk with those who are different from them in race, gender, ethnicity, or country of origin.

UI:9.1.D Develop education and training programs that address diversity issues.

UI:9.2.E Include diversity information on freshman and senior assessments.

UI:9.4.B Provide at least two workshop programs per year for faculty, students and staff on some "hidden" areas of diversity that create tensions but are not discussed in open and problem solving forums, e.g., language and usage and accents, religion, and disability issues.

UI:9.4.C Develop a "diversity gallery" that showcases relevant information in the areas of diversity using a variety

of formats.

DI:1.2.D In conjunction with student leaders, plan two new programs that will challenge student participants to experience and learn about a culture different than their own.

**Summary of Assessment Data Collected for Objective 5:**

UI:9.1.C The Multicultural Book Club, "Is It True That" provides an environment where by members of the university community can learn about and communicate effectively with diverse individuals and cultural and ethnic groups.

UI:9.1.D Safe Zone and SPEAK are two training programs that were offered.

UI:9.2.E Relevant diversity information has been incorporated into the freshman and senior assessments.

UI:9.4.B The "Is It True That" program which is offered on an ongoing basis gives individuals the opportunity to ask questions and engage in dialogue about a specific cultural, ethnic, racial or religious group. "Homo 101 and MOSAIC workshops which are offered on an ongoing basis define various levels of awareness, sensitivity and competence for dealing with "hidden" areas of diversity.

UI:9.4.C Multicultural Student Services hosted the Coming out Day Gallery- Being Gay in America which consisted of printed word and photos.

DI:1.2.D Two major programs were planned, "Head Of the Family" and the "Kaleidoscope of Culture Festival".

**Use of Assessment Results from Intended Objective 5 to Improve Educational Support or Administrative Unit:** UI:9.1.C Communication of diversity issues has been greatly enhance by programs like the Multicultural Book Club.

UI:9.1.D The training programs develop and enhance multicultural competence.

UI:9.2.E The Division will collaborate with institutional Research to ensure that questions related to diversity are included on the freshman and senior assessments.

UI:9.4.B These programs provide competence in dealing with people from various cultural, ethnic, racial or religious background and increase awareness.

UI:9.4.C Based upon the success of the Coming Out Day Gallery, the Office of Multicultural Student Services will expand this programming format to include music, poetry, videos, written word, and photos.

DI:1.2.D Communication of cultural diversity was enhanced through the programming efforts. Feedback from programs will be utilized to impact future programming efforts. The Kaleidoscope of Culture Festival was rescheduled due to the events of September 11th

**Intended Objective 6**

To respond to emotional physical and academic problems that demand immediate intervention.

**Method for Assessing Objective 6 and Criterion for Success:**

DI:6.1A Provide up-to-date polices, procedures and protocol to appropriate staff.

DI:6.1.C Analyze all major crisis situations to find out how we can better prepare for those in the future.

**Summary of Assessment Data Collected for Objective 6:**

DI:6.1.A Staff are advised of changes in policies, procedures and protocol on an ongoing basis via division staff meetings, e-mail and direct contact with the Vice President for Student Services.

DI:6.1.C Critiques of major crisis situations are held on an as needed basis to review our management of situations and identify any needed revisions to our procedures.

**Use of Assessment Results from Intended Objective 6 to Improve Educational Support or Administrative Unit: DI:6.1.A**

Communication of policy changes and protocol has been enhanced by technology tools and has resulted in staff being empowered with timely information.

DI:6.1.C Critiques of crisis situations have enhanced our response protocol and have in some instances identified partners within the University to assist us in crisis intervention.

**Intended Objective 7**

To assist students in making satisfying choices about education, work, and life through developing values and ethical standards and applying them through the development of decision making skills.

**Method for Assessing Objective 7 and Criterion for Success:**

UI:1.9.G Enhance career exploration advising in the freshman and sophomore years and career implementation in the junior and senior years through groups advising sessions or courses.

UI:1.9.I Develop and offer workshops to advisors on the use of career assessments (such as the Self-Directed Search and career certainty measures).

UI:1.9.J Provide career assessment information on advisor printouts or through the Banner system.

UI:1.9.K Recommend a reward system for advising..

**Summary of Assessment Data Collected for Objective 7:**

UI:1.9.G Expanded notification of availability and content of ELS 121 Career Planning course to all University advisors. Reviewed all freshman interest inventory scores (SDS) prior to spring registration to encourage participation in ELS 121 by students who could benefit from this intervention. Developed ELS 101, University Orientation, class sections specifically for undecided students with more emphasis on major/career selection. Advising services collaborated with the Career Management Center to establish guidelines for serving students who become undecided after an earlier declaration of a specific major.

UI:1.9.I Conducted workshops and provided information for advisors on using the SDS inventory and also on interpreting the career assessment sections of the Freshmen Survey and the objectives and content of the 1 credit career planning course (ELS 121).

UI:1.9.J Provided printouts of career interest inventory (SDS) results to all advisors in PREVIEW advising folders. Provided freshmen SDS scores on the Banner system for permanent access by all University advisors and Career Management staff.

UI:1.9.K The University Advising Council recommended the allocation of resources for annual advisor awards which were implemented this year.

**Use of Assessment Results from Intended Objective 7 to Improve Educational Support or Administrative Unit: UI:1.9.G**

The process required collaboration with campus wide advising staff and provided increased opportunity for early intervention.

UI:1.9.I Enhanced awareness of the SDS inventory, Freshman Survey and ELS 121 as career advising tools.

UI:1.9.J The posting of the data maximized the potential usefulness of the SDS as an advising tool.

UI:1.9.K The advisor awards provided an opportunity to acknowledge service to students and spotlight outstanding advising.

**Intended Objective 8**

To provide a range of opportunities for active student involvement, enjoyment and the broadening of cultural experience.

**Method for Assessing Objective 8 and Criterion for Success:**

UI:8.2.B Provide diverse programming identified in the assessment.

UI:8.4.D Develop events to celebrate the quality of the intercollegiate athletic programs.

**Summary of Assessment Data Collected for Objective 8:**

UI:8.2.B Numerous programs were provided, detailed data regarding programs can be accessed via the Student Services Database in the Vice President for Student Services Office.

UI:8.4.D The Office Of Student Activities and Leadership sponsored Spirit Contests, ticket giveaways, pep rallies, and decorated the campus information center for home basketball games.

**Use of Assessment Results from Intended Objective 8 to Improve Educational Support or Administrative Unit: UI:8.2.B**

Database summaries were shared within the division to enhance future program offerings.

UI:8.4.D These events encouraged the ODU community to actively celebrate the athletic program.

**Intended Objective 9**

To promote a positive image of the University and Student Services through quality communications, campus programs, community service involvement.

**Method for Assessing Objective 9 and Criterion for Success:**

UI:1.2E Initiate partnerships with high schools, particularly in the Hampton Roads region, to encourage college-bound students who have identified Old Dominion as their institution of choice to test their skills in writing, mathematics, and computing according to the University's standards prior to beginning their senior year.

DI:3.2 Reallocate resources so as to employ the expertise of a marketing specialist.

**Summary of Assessment Data Collected for Objective 9:**

UI:1.2.E The Director of Developmental Mathematics served on a committee of the Department of Mathematics and Statistics that discussed working with local high school instructors to help them understand the students' needs as college students. Testing has not occurred to date due to scheduling and staffing limitations. The Writing Center staff held various talks to high school groups however the schools have not expressed interest in advance testing.

DI:3.2 A marketing specialist was hired and worked for the 2000-01 academic year which resulted in expanded publicity for division program efforts.

**Use of Assessment Results from Intended Objective 9 to Improve Educational Support or Administrative Unit: UI:1.2.E**

In order to actively pursue testing in the high schools, high school representatives must identify testing as a priority. In addition, testing space and staff issues need to be evaluated.

DI:3.2 While the position proved valuable to the division we were forced to eliminate the position due to budget limitations.

**Intended Objective 10**

To maintain the effectiveness and efficiency of programs and services to the University community by providing staff development and training; conducting research that informs the University; evaluating programs and services; linking resources and integrating people and technology.

**Method for Assessing Objective 10 and Criterion for Success:**

UI:1.1I Review and selectively participate in surveys conducted by professional organizations, magazines and other media that continuously rate universities and their programs.

UI:2.2.G Develop measurable student learning and/or development outcomes for all Student Services Programmatic interventions which have learning or student development goals.

UI:1.2D Develop on-line applications for administering freshman entry-level competency testing in writing, mathematics, and other appropriate disciplines.

UI:1.10D Examine the effectiveness of University and college-based orientation courses for incoming students in all colleges.

UI:1.10.F Develop a web page specifically designed for first-year and entering under-graduate students (freshmen and transfer) linked to Academic Affairs and Student Services and covering questions frequently asked by this population.

UI:5.3A Develop a system for tracking and analyzing student test scores on Placement and Exit Exams.

UI:5.3.C Develop technology-based courses for improvement of writing skills.

UI:5.3.D Investigate the feasibility of placing the exit writing examination on the web.

UI:5.3.E Conduct follow-up data collection to determine whether actions to improve writing skills have had the desired effect.

UI:8.1A Evaluate the level of service and responsiveness in all Student Services' units.

UI:8.1.C Implement a formal developmental customer relations training program for staff within all colleges and departments.

DI:1.2.E Analyze the effectiveness of current interventions/programs that confront issues of student civility, academic integrity, sexual assault and substance abuse. If program effectiveness can't be demonstrated, then revise accordingly. Propose fresh approaches for distance learners.

DI:2 The Division of Student Services will critically appraise the amount and manner of resources allocated for the support of Division programs and services.

DI:2.1 Collect benchmark data for each Student Services function.

DI:2.2 Analyze staff time utilization for the purpose of adjusting staff/office scheduling, eliminating lower priority staffing assignments, reassigning functional responsibilities, or maintaining the status quo.

DI:2.5 In conjunction with the College of Education enhance marketing efforts for the College's graduate programs with higher education concentrations.

DI:2.5A Publish and distribute a marketing brochure for the higher education programs of study, emphasizing the availability of graduate assistantships within the Division.

DI:2.5.B Actively recruit qualified graduate students to fill Division GA position.

DI:3.1 All Student Services units will be prepared to demonstrate at least full compliance with all relevant criteria of the Southern Association of Colleges and School/Commission on Colleges.

DI:4.1 Assess the Division's technology needs.

DI:4.2 Add 5 new interactive web pages each year for the next 5 years. These pages will support and enhance the Division's programmatic offerings.

DI:4.3 Conduct at least 1 technology-training workshop each month on an on-going basis. These workshops will provide specific software training as well as offer staff a forum to ask general questions concerning all aspects of use of technology.

DI:4.4 Work with Academic Technologies to implement access to all labs and programming.

DI:5.1 Each Student Services unit will collect and publish data which describes the characteristics/accomplishments/outcomes/views for the students whom they serve. The Division's Research Committee will coordinate the scheduling, analysis, and publication of the results of these efforts.

**Summary of Assessment Data Collected for Objective 10:**

UI:1.1.I & UI:2.1.G The Division actively participates in and reviews the data from numerous surveys.

UI:1.2.D Computer delivery of freshmen entry level competency exams has been completed. The applications for computer networked testing exist. On line computer network and web version of the Freshmen Writing Sample Placement Test were developed. A pilot program was completed during the summer of 2001 utilizing this delivery method was completed. Results are being tabulated to determine the validity and impact of this delivery method as compared with the traditional paper and pencil administration. An on line administration of the Mathematics placement test is currently in use within a computer network. It is not possible to offer this test in a web version of this instrument.

UI:1.10.D Representatives from all colleges teaching orientation type courses met to share curriculum, teaching and evaluation methods.

UI:1.10.F The Freshmen Connection web page was developed and contains a wide variety of University information and links to other sites containing pertinent information valuable to new students. The Advising Services web page continues to be enhanced as are a variety of web pages designed for new students by the various colleges in the University. The SSHearsU web page was created and is targeted to respond to TELETECHNET students' questions.

UI:5.3.A This initiative was accomplished with the creation of the Exit Exam and Writing Sample Placement Test databases.

UI:5.3.C Technology based courses for the improvement of writing skills are taught through the English Department. A chat room and bulletin board was added to the Writing Center web site to instruct students on how to improve their writing skills which complements the technology-based courses.

UI:5.3.D The on-line version of the writing sample placement test demonstrates the ability to offer the Exit Examination in this format. The feasibility of this delivery method for the exit exam is being explored with the pilot testing of the on-line version of the writing sample placement test.

UI:5.3.E Each semester we do a study of 050 students and their grades in English 110.

UI:8.1.A Virtually every program or service we provide is evaluated and tracked in the Student Student Service Database. Op-scan forms are used to evaluate programs and the resulting assessment data is available for the program sponsor's review.

UI:8.1.C This initiative is accomplished regularly, at staff meetings at the Division level and at the unit level.

DI:1.2.E The Division uses a two-prong approach; education to raise awareness and enforcement to modify behavior when necessary. Numerous programs are sponsored by Residence Life, Health Services, Student Activities, Multicultural Student Services, Women's Center and Judicial Affairs to address issues of civility, academic integrity, values, life styles, gender inequity, sexual assault and substance abuse. Program objectives for distance learners is no different than for students on the main campus, however the mechanism to address these issues is often modified for distance learners. Faculty are encouraged to deal with issues of academic integrity and are requested to provide extra credit incentives if possible for participation in special programs like Honor Day Activities, Alcohol Education Week.

DI:2 Resource allocation data for the support of Division programs has been collected.

DI:2.1 Data has been collected and disseminated.

DI:2.2 Analysis is completed annually, and utilized during the review of the annual report and in planning for the subsequent year.

DI:2.5 & DI:2.5.A A meeting of students interested in the field of Higher Education was held. A list of Graduate Assistants in the Division was developed and plans to market the program were identified.

DI:2.5.B Graduate students are actively identified and recruited, 15 Graduate Assistant are employed.

DI:3.1 This initiative has been accomplished.

DI:4.1 A draft of the Division's technology needs assessment instrument has been developed. The instrument is currently scheduled to be reviewed by the Student Services Research Committee prior to its assessment in 2002.

DI:4.2 The following interactive web pages have been created: "Sexual Assault and its Aftermath", "Program for Information on Enrollment", "Blue Bulletin Calendar and Event Submission system", Student Activities Chat Room and Discussion Site", "Community Action Reaches Everyone (CARE)", "The 2001 Student Senate Elections Online", "Writing Center Chat Room and Discussion Site".

DI:4.3 Workshops have been held at least twice a month through the "HOWDOYA?" workshop series and Technology Training Series" in addition to special workshops held on an as requested basis.

DI:4.4 Software purchases (screen readers, speech recognition) were made after consultation with the Director of Disability Student Services to ensure that the software was included in the student lab workstations.

DI:5.1 All division programming efforts are tracked via the Student Services Database which can be accessed through the vice President for Student Service Office. Quick study mini books are published on various topics based on the data maintained in the database.

**Use of Assessment Results from Intended Objective 10 to Improve Educational Support or Administrative Unit:** UI:1.1.I & UI:2.1.G Survey and media rankings are reviewed with an eye for program improvement and innovation.

UI:1.2.D Although the applications exist to provide computer networked testing and limited web based testing, resources are not available to provide proctored testing of these instruments solely in an on-line or web based format.

UI:1.10.D Following the collection of curriculum, teaching and evaluation methods of instructors of orientation courses the information is being reviewed to assess the effectiveness of the college-based orientation courses.

UI:1.10.F The web page provides one stop ease of reference for freshman and transfer students.

UI:5.3.A Data is updated on an on-going basis.

UI:5.3.C This service provides students with a accessible tool for improving their writing skills.

UI:5.3.D Resources are not currently available to provide proctored testing of the Exit Exam in an On-line or web based format and the cost of providing this delivery method would be prohibitive.

UI:5.3.E Results year after year indicate that ex-050 students do as well as students who go straight into English 110 with one exception. Ex-050 students make fewer A's in English 110. We are currently designing a program that will track the pass rate of Exit Exam students who have come in for counseling regarding their failed exams.

UI:8.1.A Data is shared with the Division and is used to modify future program efforts.

UI:8.1.C Assessment data is reviewed and utilized in planning and necessary modifications are made as needed.

DI:1.2.E Results of programming and service interventions are reviewed on an on-going basis and are used to impact future activities.

DI:2 Data is shared with the SACS Student Development Services Committee.

DI:2.1 Data is continually collected via the Student Services Database.

DI:2.2 Data is used yearly to plan for the subsequent yearly activities.

DI:2.5 & DI:2.5.A & DI:2.5B The Division of Student Services is working with representatives from the College of Education to actively market the program which in turn assists our division in identifying and recruiting qualified graduate students.

DI:3.1 Supporting documents are available for review through the Vice President for Student Services Office.

DI:4.1 Assessment results will be reviewed to determine technology needs and upgrades.

DI:4.2 Web pages are added and updated through the interaction with the Director of SSIT and other Division personnel.

DI:4.3 The workshop topics maximize the use of software and enhance technology use by division staff.

DI:4.4 This process involved collaboration between various representative to ensure compliance.

DI:5.1 Based upon the usefulness of the data the database is constantly updated and revised to match the needs of the Division.