

**NTID
Student Life team
Planned evaluation Model**

Institutional Mission/ Goal Reference	Administrative Objectives	Means of Assessment and Criteria for Success
<p>Institution Mission/Goal: <i>(NTID's Blueprint, p. 12)</i> “...College success ...refers to programs that help students with their personal development, such as time management and leadership skills.may also include tutorial services, the quality and scope of extracurricular activities, and residence hall governance systems. In general they refer to things that happen in the course of living on campus that add to the quality of life here.”</p>		
<p>Unit Mission Statement: The Student Life Team is exceptional in its success in supporting, advocating for and with, and challenging deaf and hard of hearing college students, while establishing and maintaining an ethic of care and concern for and in this environment. All of this leading to a significant and positive quality of academic and social life on campus. The Student Life Team utilizes four objectives to demonstrate and achieve this mission.</p>	<p>1. Outreach and connection with students: Students will become aware of and comfortable with the SLT staff through efforts which include first-year academic program cohorts, organizational advising, student staff developmental mentoring and supervision.</p>	<p>1A. Supervisor and Advisor evaluation to occur quarterly.</p> <p>1B. Utilize <i>The Mentor's Guide</i> model for establishing supervision and advising goals and evaluating those goals on a quarterly basis. <i>(See documents 5.3, 5.5, 6.4)</i></p> <p>1C. For first-year academic outreach cohorts, 90% of FY students surveyed at the end of fall quarter will be able to identify what “SLT” is, where it is located, and one resource area for which the SLT can provide assistance.</p> <p>1D. In semi-annual distribution of the Quality of Life survey, questions relevant to connection to the institute – D9, F7, I3, will all have a response mean of at least 4.5 (on a 6 point scale), and not</p>

		more than 5% of the sample will respond below 3.
	<p>2. Resource Expertise: Professional and student staff in the SLT will be provided with opportunities for relevant professional growth and knowledge acquisition through department, campus, and national conference opportunities.</p>	<p>2A. Professional staff will utilize Plans of Work to identify suggested areas for professional growth. Will work with Manager to complete identification and strategy exercises (<i>documents 6.1 and 6.2</i>) as a mechanism for establishing these goals. Annually staff will complete 100% of mutually identified areas for development, with documented evaluation submitted quarterly.</p> <p>2B. Student staff and advisees will work with professional staff to complete their own identified areas for growth and strategies, and will annually complete 100% of identified areas via training opportunities.</p>
	<p>3. Programmatic impact and support: Students will be provided programming which centers on <i>First-Year</i> student needs, <i>AALANA</i> student education, awareness, celebration and support, and <i>Leadership Development</i> needs. All of this in the context of alternative-time programming and with attention to trends in the nature of behavioral/judicial incidents.</p>	<p>3A. In a semi-annual distribution of the Quality of Life Survey, respondents will indicate program relevance and satisfaction with SLT program content and delivery. This means for questions E4, G2, G3, and H4, the mean will be at or above 4.5, and not more than 5% of respondents will indicate levels below 3.</p> <p>3B. In individual program evaluations, 85% of those completed will indicate without prompting one <i>item learned</i> to be consistent with the surveyed and published list of the “Top Ten Skills Employers Want.”</p> <p>3C. SLT annual programming budget summary will indicate</p>

		<p>at least 90% of programming money spent on events that address FYE, AALANA, Leadership, and Community Behavioral needs.</p>
	<p>4. Connections across NTID and the larger university: SLT will maintain connections and collaborations with departments across campus for the specific purpose of promoting and providing for increased awareness of, access for, and support of deaf/hard of hearing student needs.</p>	<p>3D. SLT quarterly program breakdown will indicate 90% of staff programming time committed to addressing FYE, AALANA, Leadership and Community Behavioral needs.</p> <p>3E. Quarterly judicial/conduct statistics will indicate reductions in behavioral areas identified and addressed in SLT programming for the previous two quarters.</p> <p>4A. Monitoring of connected/collaborative departments' program efforts will show at least a 50% increase in deaf/hard of hearing student attendance and participation from prior year's statistics.</p> <p>4B. Semi-annual Quality of Life focus groups will indicate improved satisfaction with connected/ collaborating departments.</p> <p>4C. SLT quarterly program breakdown will indicate 60% of staff programming time committed to collaboratively organized programs.</p>