

NTID
Student Life Team Outcomes Assessment
Plan and Report for AY 2007-2008

Program Goal: Provide relevant information, support, advocacy, and challenge to deaf and hard of hearing as they seek to develop critical coping and social skills, leading to success both in and beyond college.

Critical Outcomes for all Students		Assessment of Outcomes		Timeline		Results	
Domain/Task/Capability	Performance Criteria/Benchmarks	Instrument/Opportunity	Assessment of Performance	Develop	Collect	Summarization of Results	Use of Results
Outreach and connection with students	Students will develop awareness and comfort with Student Life Team Staff	Advisor evaluations	100% of students advised will complete surveys indicating strengths and improvements needed in the formal advising experience	Fall 2005	Annually at mid-year	All students advised were sent via email and on paper evaluations. Evaluation reminders were sent 2 additional times. 80% of evals were returned, indicating overall satisfaction with advisor knowledge, accessibility, and contact. Evals were included in individual appraisals with any specific feedback outlined there	Per performance appraisals, individual staff expected to modify plans of work accordingly to better meet specific needs of individual organizations. To be reviewed at next evaluation.
		Supervisor evaluations	100% of students supervised will complete surveys indicating strengths and improvements needed in the formal advising experience	Fall 2005	Annually at mid-year	100% of surveys received. Survey conducted mid-year, prior to appraisal process.	Results are summarized in supervisor performance appraisals, and modifications to plans of work made.
		Student Life Services Satisfaction Evaluation (replaces Quality of Life Survey)	In semi-annual distribution of the survey, questions relevant to connection to the institute (D9, F7, I3)	AY 2006-07	Twice quarterly service evaluations conducted	A service satisfaction survey is conducted at week 2 and week 7 each quarter, provided to any student	Results reported to staff at week 4 and week 9 of each quarter, and discussion of any improvements are addressed. Will utilize week 4 conversation in Fall

			will all have a response mean of at least 4.5 and not more than 5% will be below a 3			receiving service in that week. Results indicate overall satisfaction with services and student life environment. Response rate remains small.	2008 to discuss different methods of improving response rate.
Resource Expertise	Student and professional staff will have opportunities to identify and develop skills	Plans of Work	Staff will complete annual plan of work including mutually identified areas of growth. In areas identified, staff will grow in 100% of these areas due to opportunities provided	AY 2003-04	Progress is monitored in staff quarterly reports, and reviewed annually in performance appraisal	Plans of work indicate professional development areas. Staff in compliance with all RIT required trainings.	Indications are professional growth is substantial. Individuals in the department are being targeted to take on larger national leadership roles, providing for both sharing of skill development and additional personal/professional growth. Will continue to maintain current system.
		Student Staff Training Evaluation	Student staff will complete annual training sessions, and provide evaluation indicating growth in at least five areas of coping/social skill development	AY 2005-06	First collection of data will occur in evaluation Spring 2006	Timing of training evaluation still in consideration. Spring is not effective in gathering comprehensive data. Data at end of early fall training, and end of fall quarter seems more appropriately placed. Data from these evaluations will be reviewed and posted by December 2008.	Modifications to data collection schedule are still being made based on ineffective or useful data collected at Spring quarter timeline.
Program Impact and Support	Programs covering topics of First-Year Experience, AALANA Student Needs, and Leadership Development	Quality of Life Survey	In semi-annual distribution of the survey, questions relevant to program importance and satisfaction	AY 2000-01	Survey was replaced with a different instrument, as feedback from the community indicated the survey	A service satisfaction survey is conducted at week 2 and week 7 each quarter, provided to any student receiving	Results reported to staff at week 4 and week 9 of each quarter, and discussion of any improvements are addressed. Will utilize week 4 conversation in Fall 2008 to discuss

	including the addressing of judicial trends and late-night social needs will be provided		(E4, G2, G3, and H4) will all have a response mean of at least 4.5 and not more than 5% will be below a 3		was not appropriate for language and time demands.	service in that week. Results indicate overall satisfaction with student life focus on FYE, upper year, AALANA, and community service program needs. Response rate remains small.	different methods of improving response rate.
		Individual program evaluations	85% of completed evaluations will indicate one What I learned listing to be consistent with the nationally published list of the "Top Ten Skills Employers Want"	Spring 2005	After each program is provided, results summarized quarterly	Data collected indicates more than 350 student participants in educational workshops and more than 600 in late night social programs annually. Overall rates of satisfaction are strong. Evaluation not able to determine learned outcomes effectively.	Modifications to existing tool to help better identify specific learning outcomes met or unmet through educational programs.
		Programming Budget	90% of all programming monies will be spent addressing FYE, AALANA, Leadership and Community Behavioral concerns	Beginning AY 2003-04	Monthly and annual analysis of budget	Budget review completed, and full-scale department training and analysis indicates allocation of financial support is appropriate, given assessment of performance indicator.	Will maintain annual and monthly reviews for prospective changes to department or college priorities that might cause a shift in financial support needs.
		Staff time	90% of staff time allotted for programming will be committed to planning, prep, delivery and evaluation in stated areas of priority	Beginning AY 2003-04	Quarterly report indicates time allotted to specific areas and tasks	Quarterly time reporting supports assessment of performance indicator.	Will maintain current scheduling and time allotments, until review of program evaluations helps to determine if learning outcomes are being met. Program evaluation results could modify this section's priorities in later

