

NTID
Student Life Team Outcomes Assessment
Plan and Report for AY 2008-2009

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. 90% 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. For staff not demonstrating improvement, evaluation indicated a more structured expectation.
		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	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	Results reported to staff at week 4 and week 9 of each quarter, and discussion of any improvements are addressed. Utilized fall quarter

			(D9, F7, I3) will all have a response mean of at least 4.5 and not more than 5% will be below a 3			student receiving service in that week. Results indicate overall satisfaction with services and student life environment. Response rate remains small.	discussion to identify student social program in Weeks 2 and 8 to gather feedback. Response rate has increased.
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 including all enrolled in graduate study fall 2009. 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 on campus and national leadership roles, providing for both sharing of skill development and additional personal/professional growth. Degree attainment will continue to support these outcomes. 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. Staff training has now become a weekly effort, and therefore evaluation needs to be modified. Spring is not effective in gathering comprehensive data. Data at end of early fall training, and end of fall quarter seems more appropriately place	Data collection for fall 2008 did not occur as planned. A more deliberate and detailed approach for fall 2009 is being developed. On-going training was evaluated through one on one dialogues and review as well as observable application of skills through student staff work situations. Modifications to data collection schedule and method will continue as evaluation of ineffective or useful data collected at Spring quarter timeline occurs.
Program Impact and	Programs covering	Quality of Life Survey	In semi-annual	AY 2000-01	Survey was replaced	A service satisfaction	Results reported to staff at week 4 and

Support	topics of First-Year Experience, AALANA Student Needs, and Leadership Development including the addressing of judicial trends and late-night social needs will be provided		distribution of the survey, questions relevant to program importance and satisfaction (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		with a different instrument, as feedback from the community indicated the survey was not appropriate for language and time demands.	survey is conducted at week 2 and week 7 each quarter, provided to any student receiving service in that week, and distribution has been added at large-scale student social program. Results indicate overall satisfaction with student life focus on FYE, upper year, AALANA, and community service program needs. Response rate has been improved.	week 9 of each quarter, and discussion of any improvements continue to be addressed. Utilized week 4 conversation in Fall 2008 to discuss different methods of improving response rate, and have been successful in addressing this area.
		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 500 student participants in educational workshops and more than 900 in late night social programs annually. Overall rates of satisfaction are strong. Evaluation was modified to review if acquisition of the top ten "soft skills" employers want is perceived to be achieved using student self evaluation.	Modifications to existing tool to help better identify specific learning outcomes met or unmet through educational programs has occurred fall 2008.
		Programming Budget	90% of all programming monies will be spent addressing FYE, AALANA, Leadership	Beginning AY 2003-04	Monthly and annual analysis of budget	Budget continues to be monitored for its appropriate allocation, given assessment of performance	Continue to maintain annual and monthly reviews for prospective changes to department or college priorities that might cause a shift in financial support

			and Community Behavioral concerns			indicator.	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 continues to support assessment of performance indicator	Will maintain current scheduling and time allotments, based on review of program evaluations. Program evaluation results will continue to be monitored and could result in modifications to this section's priorities in later years.

Comments:

Summary/Reflections on progress made since AY 2006-2007 Middle States Report

We have found outcomes assessment efforts to be useful in shaping improvements in our program and responsiveness to student needs. Of particular note, we changed the frequency of supervisor assessment from quarterly to annually based on student feedback, and have improved to a 100% response rate as a result. In addition, as noted, the incorporation of the outcomes information into appraisals and plans of work has resulted in restructuring and visioning of our supervision and staff training model. With our community-wide surveying efforts, we continue to challenge ourselves to improve response rate so that we attain the most accurate snapshot of the effectiveness of our services and responsiveness to community needs. After promised discussions in summer of 2008, we implemented a different data collection plan. Though response rates have improved significantly, the audience is a rather narrow one consisting of student leaders and community role models - who by nature would have more - and positive - interaction with our office. Therefore, we are continuing dialogues with the intent to broaden our pool of responders to the more general student community in the coming spring quarter, with the hope of learning how to improve outreach to the students who have not yet "found" or utilized Student Life Team services.

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