

STUDENT AFFAIRS
ASSESSMENT

Closing the Loop

Summer 2005

ELC Partnership with Cobblestone Middle School

RIT's English Language Center strives to provide international students authentic experiences with English. In 2004-05, the ELC staff partnered with the Cobblestone Middle School to provide a positive learning experience for students from both programs.

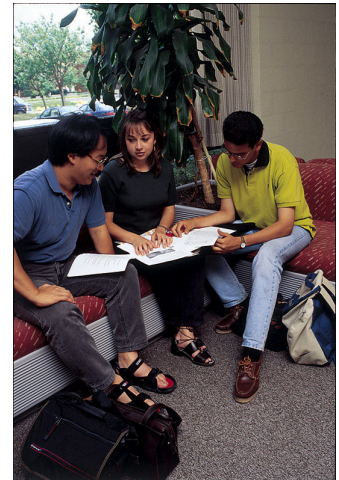
In 2004-05 a comprehensive assessment of the Cobblestone Partnership was completed. It was designed to measure the progress on a series of desired outcomes including:

- Continued partnership with Cobblestone Middle School.
- ELC and Cobblestone students gain an understanding of cultural differences and commonalities.
- ELC students gain communication fluency with native English speakers.

- Both American and RIT's ELC international students learn about the global society from each other.

A variety of evaluation tools were used including interviews, participation rates, student and teacher evaluation forms, and feedback from teacher observations of students. A number of valuable outcomes were measured, analyzed and utilized to enhance the program for future years. Kristine Mook summarized "This project was a very useful opportunity for our international students to operate in a natural environment. We saw differences in their performance in class and in their performance in the interview. We were pleasantly surprised at how well they did at keeping the conversation going, answering questions completely and thoroughly and in being understood. 100%

of the participating students reported that they would do this project again and that they would recommend it to a friend. It is a great program that we wish to continue and perhaps expand to other schools."



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Targeting Enhancements in TRiO Support Services...

Tracking and analyzing retention and persistence data for TRiO students is no small task, but it is undertaken annually with very interesting and useful results leading to these new strategies for 2005-06:

- Outreaching to the students who have low usage of program services;
- Contacting students who receive early alert reports;
- Co-sponsoring one event per quarter with another service area to begin to get a more seamless set of services;
- Contacting our alumni to build a job network and mentoring program; and,
- Continuing to enhance our

Probation Outreach Program.



The Center for Campus Life

completed a number of assessment initiatives during the 2004-05 academic year and have exciting new plans for the future!

Watch for even more, diverse late night programs given their popularity during the past year.

Look for results of the EBI-Student Union survey coming soon.

Check out "The Source" - New and improved for 2005-06

Women's Center

Each year an Alternative Education Sanctions class on Healthy Relationships is offered and this year the staff began to design a learning outcomes assessment for the program and plan to utilize it fully next year!

Student Conduct and Conflict Management Services

In 2004-05 a new initiative was started called "Restorative Conferencing". With a focus on evaluating this new program, feedback from students, faculty, staff and national experts was gathered and future plans include enhanced offerings, improved marketing and incorporation of key philosophies into all conduct hearings.

Disability Services

Serving approximately 700 students annually, Disability Services is an essential part of the RIT landscape. In an effort to continuously improve services for students with disabilities a student evaluation was designed, implemented and analyzed during the 2004-05 academic year. The focus of this survey was on students who use the services of either the disability services office or the academic accommodations office.

Outcomes of this evaluation

highlighted some areas for future development, including:

- Improved process for surveying students and receiving important feedback
- Analysis and recommendations for partnership between disability services and academic accommodations such as extended hours and enhancements of the note taker process
- Increased focus on acknowledging and com-

mending faculty/staff who have been identified by students as strong supporters on campus

- Develop outreach efforts for the further training of faculty/staff identified by students as challenging to work with in relation to disabilities.

Happy 15th Birthday to the Americans with Disabilities Act July 26!



RIT Leadership Institute

An intentional focus on developing the leadership skills of RIT students has long been a tradition at RIT. During 2004-05 this focus was further strengthened through the 2005-2015 Strategic Plan and the evolution of leadership programs into the RIT Leadership Institute and Community Service Center (RLI).

A key component of the leadership programming at RIT is the RLI Certificate Program

which undergoes annual assessment and improvement. In 2004-05 expectations were exceeded with 15 students completing the certificate program requirements and learning outcome assessments.



Based on the feedback and outcomes of these students the future program may see additional changes including curriculum revisions, changes in the challenge level of the competency areas, and program delivery (offering two different levels of certificate programs).

Pasta Nite: A continuous success

Twice a month during the academic year the Center for Religious Life hosts the very popular Pasta Nite. During the 2004-05 year they decided to take a closer look at this event and see if it could be improved even more!

Using a variety of approaches the staff looked at Pasta Nite success as related to attendance, marketing, satisfaction

and budgeting. Despite strong attendance, averaging 80 students each week, some possible changes were suggested:

- Possibly lengthening the time frame to accommodate student schedules
- Increasing marketing early in the year especially in the residence halls and apartments
- Creating a designation for

financial gifts to the Center to be dedicated to Pasta Nite as a community building program for students of all faiths.



Enhancing Service to 'EPB' Students

The combined area of Ellingson, Peterson and Bell residence halls (affectionately known as EPB) will have some changes this fall due to an assessment completed during 2004-05 by the Center for Residence Life's Assessment Team. They set out to:

- Better articulate the developmental needs of the Deaf/Hard of Hearing student population
- Evaluate how students currently utilize staff and services

- Recommend an appropriate staffing structure for the EPB area.

As a result of research, an analysis of staff time differences in the EPB area and other outcomes measures, a recommendation was made to reassign a headcount, increasing the number of Community Enrichment Coordinators serving in EPB.

Ellingson, Peterson, Bell

Residence Life Staff

Assistant Director:

Wendy Stapf

Community Enrichment Coordinators:

Sara Bayerl

Mark Mason

Lisa Teter

Staff Assistant:

Lauren Barrows



Transfer Orientation

Based on lower than optimal attendance of transfer students at past orientation events a comprehensive assessment initiative was undertaken in 2004-05 including a review of transfer evaluation feedback, focus groups, discussions with college staff and an online survey of enrolled transfer students.

Based on the outcomes of these evaluations a number of changes in the transfer orienta-

tion offerings will take place for 2005-06 including:

- Revised, targeted one-day orientation program for transfer students
- Variety of available events during orientation which can be selected by incoming transfer students based on their individual needs
- Focus on RIT specific information and de-

emphasis on general "adjustment to college" sessions which are typically more effective for incoming freshmen.

We all look forward to a wonderful transfer and new student orientation program August 28-Sept 4!

Watch for new and improved assessment tools in the Center for Intercollegiate Athletics and Recreation. They have used some of their summer 'break' to evaluate and improve their overall assessment practices!

Improving Services for the RIT Community

Margaret's House

During 2004-05 the staff at Margaret's House conducted an evaluation of the parent education program and family support group. New initiatives to watch for in 2005-06 include:

- Enhanced web resources for families
- Programming and information for families related to nutrition, developmental

stages, language acquisition, and dealing with inappropriate behavior

Student Health Center

With a focus on continuing to provide quality service to students, the Health Center staff undertook a process to evaluate the accessibility to and satisfaction with the current appointment scheduling process. Results showed strong overall satisfaction (90%) but

some areas for improvement were still identified including:

- Enhancements to incoming call 'phone tree' to provide more options
- Enhancements to online information for students

Counseling Center

Based on student feedback extended hours of service will continue in 2005-06 and will be advertised more broadly!



Closing the Loop

STUDENT AFFAIRS ASSESSMENT

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Student Affairs Assessment

Closing the Loop

Plan-Do-Assess-Improve-Plan...

Mission: Student Affairs Assessment assists in the planning and coordination of center evaluation and assessment activities in order to meet divisional goals. Services, events and programs are periodically assessed to determine the degree to which these efforts are successful in: meeting student learning outcomes; enhancing student satisfaction; fostering student growth and development; and facilitating student success and retention.

Goals:

- To fully embed assessment into the division culture
- To enhance the compilation and sharing of student data
- Provide and encourage continuing professional development in the area of assessment
- Development and use of technology to support assessment efforts

First Year Enrichment... Moving to Credit

After many years of discussion and debate, RIT's Academic Senate approved the First Year Enrichment (FYE) course for credit starting with the 2005-06 academic year. As part of the continuing effort to provide a strong, targeted course for incoming students, the FYE program completed an assessment project focused on data relating to current student development and transition issues for the purpose of informing curriculum design and customization.

Some key questions that were examined included:

- Was RIT the Right choice?
- Interaction with faculty outside of class.
- What activities are First-Year Students Doing.

- Alcohol consumption and Partying.
- Time Studying or Doing Homework.
- What do students have in their room.
- Feelings about their College Experience.
- Recommendations for FYE from First-Year students
- Advice to future First-Year Students
- Cohort Considerations

First-Year Student Activity Involvement Assessed Mid-First Quarter

