

Institutional Effectiveness Report

Unit: Career Center

Expanded Statement of Institutional Purpose	Administrative Objective/Expected Results	Assessment Criteria and Procedures	Assessment Results	Use of Results
<p>The Career Center provides students and alumni with career information, current employment and experiential education opportunities, and assists in the development of effective job search skills.</p> <p><u>Goal Statement</u> Network with employers and the college community to meet the Career Center's mission.</p>	<p>Networking with the college community will increase a mutual understanding of the students' needs and the Center's resources.</p> <p>Networking with the community will increase community awareness and participation in meeting the needs of the campus.</p>	<p>The number of employer contacts will increase.</p> <p>The number of employers participating in campus activities will increase.</p> <p>The number of faculty inviting Center personnel to come into the classroom will increase.</p> <p>The number of students reached by the services will increase.</p>	<p>The number of off-campus contacts and new employer contacts has increased.</p> <p>The number of on-campus employer participation has increased.</p> <p>The number of classroom presentations has increased. Students indicate they are receiving relevant information from various sources.</p>	<p>Employer relationship development will continue and increase.</p> <p>Offers to serve as classroom presenters will continue and increase.</p> <p>Credibility of the Center as a resource for the students, faculty, and community will increase.</p>

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<p>The Career Center provides students and alumni with career information, current employment and experiential education opportunities, and assists in the development of effective job search skills</p> <p><u>Goal Statement:</u> Provide information on currently available employment opportunities to both students and graduates. Provide opportunities to meet with employers on campus. Provide support in developing job search skills.</p>	<p>Students and graduates will have access to a variety of employment opportunities through the Career Center.</p> <p>Students and graduates will become more familiar with employment opportunities, and more adept at talking with employers.</p> <p>Students will develop better job search skills and see this as part of their education.</p>	<p>Staff interaction with students visiting the Center will provide verbal evaluation.</p> <p>Students returning to the Career Center will indicate some satisfaction.</p> <p>Increase in students talking with employers on campus will indicate satisfaction level.</p> <p>Verbal feedback from faculty and administration will be key in determining if Center is meeting the goals of the university.</p>	<p>The number of students visiting the Center has increased and many of them make several visits to use the various services.</p> <p>In informal contacts with the students in classrooms and at the Center, the students report that they have benefited from on-campus visits by employers.</p> <p>Students report an improved satisfaction with their job search skills – specifically resume development and interviewing skills – as a result of information provided. Also, seniors report that they wish they had heard the information earlier in their college career.</p>	<p>Center staff will continue to seek ways to support expressed needs of students.</p> <p>Plans have been made to take services out to new locations on the campus to reach more students.</p> <p>Feedback from students will be provided to faculty in an effort to create more opportunities to reach the students through the classroom.</p>

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<p>The Career Center provides students and alumni with career information, current employment and experiential education opportunities, and assists in the development of effective job search skills</p> <p><u>Goal Statement:</u> Provide information on Cooperative Education opportunities, and assist students in obtaining these positions.</p>	<p>Students will enhance their employability by participating in an experiential learning activity.</p>	<p>All students requesting information regarding cooperative education will receive information sheet and offered the opportunity to talk with the Coop Coordinator.</p> <p>Students will be surveyed regarding the effectiveness of the coop experience in preparing them for career objectives.</p> <p>Students will prepare a follow-up written evaluation expressing level of increased career understanding.</p>	<p>Number of students participating has stayed steady. Interest from students remains high.</p> <p>Students express satisfaction with the experience. Upon graduation, several have secured employment with company for whom they coop.</p>	<p>Methodology will remain the same.</p> <p>As other experiential programs are developed and communicated, we will have the opportunity to discuss coop with new employers.</p>

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<p>The Career Center provides students and alumni with career information, current employment and experiential education opportunities, and assists in the development of effective job search skills.</p> <p>Goal Statement: Provide current career and employer information and opportunities to interact with employers.</p>	<p>Students job search abilities will improve, and their vision of career opportunities will increase.</p> <p>Employers will be more connected with the goals of the university, the programs of study, and the students.</p>	<p>Student and faculty verbal feedback will be considered.</p> <p>Written evaluations completed by Expo participants and attendees will be considered.</p>	<p>Students regularly express satisfaction with the number of positions posted and the manner in which they are posted.</p> <p>They also provide feedback on the quality of some of the positions that they accept.</p> <p>Faculty has expressed satisfaction with the information that has been provided across campus, and with the increase in on-campus recruiters.</p>	<p>We will continue to informally ask for feedback, and will use that feedback to make the Center more user-friendly. More formal means of auditing are being explored.</p> <p>Some employers are no longer posted as a result of student feedback.</p> <p>We will continue to get information out into the schools – and information tables in multiple locations across campus.</p>

Institutional Effectiveness Report

Unit: Campus Recreation (Intramurals)

Expanded Statement of Institutional Purpose	Administrative Objective/Expected Results	Assessment Criteria and Procedures	Assessment Results	Use of Results
<p><u>Mission Statement</u> Campus Recreation is committed to providing activities which foster social, physical and leadership development.</p> <p><u>Goal Statement</u> Develop, promote and implement recreational programs for the university community.</p>	<p>Students will have the opportunity to participate in campus recreation programs.</p>	<p>Campus Recreation staff will keep up with the participation of students per activity.</p> <p>Campus Recreation will also determine the students strengths and weaknesses while participating in the program.</p>	<p>Student participation for 2003-2004 of fitness center was once again over 48,000 users.</p> <p>Students want a fitness director so that more fitness and wellness programming can be offered.</p> <p>Participation in the majority of intramural sports once again has reached an all time high at CSU. This increase is due to more participation from on-campus housing students.</p> <p>Weakness was found, according to student surveys, was (once again) student sport officials and scheduling of games (conflicts with class and jobs).</p>	<p>A graduate assistant will be rehired who will work on a Campus Recreation/ Intramural marketing plan and web page.</p> <p>Attempting to find funding to build a Student Recreation Center to better serve our students' recreational needs.</p> <p>Nurture our student sports officials to enable them to become better sports officials.</p>

Institutional Effectiveness Report

Unit: Counseling Center

Expanded Statement of Institutional Purpose	Administrative Objective/Expected Results	Assessment Criteria and Procedures	Assessment Results	Use of Results
<p>Student affairs is committed to providing an environment to foster personal development, wellness, and success of students that complements academic programs and encourages professional preparedness. To this end, Student Affairs is committed to the continued intellectual and professional development of its' staff, and to collaborative partnerships with others in the university community.</p>	<p>1. Students will be satisfied with the services provided by the Counseling Center.</p>	<p>1a. Following the first visit, individual therapy students will complete a post session survey in order to rate the quality of first session services provided .</p> <p>1b. Students will complete evaluation of work shops and seminars immediately after attendance, providing feedback on quality, usefulness, method, effectiveness, etc.</p>	<p>1a. There was consistency in the “agree” and “strongly agree” ratings, indicating high satisfaction with all staff members (see Appendices A and B).</p> <p>1b. There was consistency in the “good” and “excellent” ratings to all qualities measured and specific requests for further workshop topics (see Appendices C, D, E, and F).</p>	<p>1a. Counselors and staff will continue to provide superior service to improve student’s abilities to manage their emotional well being, and thereby cope more effectively with academic demands.</p> <p>1b. Quality workshops, which help students deal effectively with their personal, emotional and academic lives, will continue to be offered. Workshops to be expanded per request of students, with maintenance of heavily attended workshops and expansion of requested topics. (see Appendices D and F).</p>

<p><u>Mission Statement:</u> Student affairs is committed to providing an environment to foster personal development, wellness, and success of students that complements academic programs and encourages professional preparedness. To this end, Student Affairs is committed to the continued intellectual and professional development of its' staff, and to collaborative partnerships with others in the university community.</p>	<p>2. Students will show increased ability in managing scholastic and personal difficulties through individual counseling, psycho-educational workshops and seminars.</p>	<p>2a. Individual therapy students will complete a self report inventory (Brief Symptom Inventory or BSI) at the first session, and subsequently re take the inventory at various intervals throughout treatment to provide pre- and post-treatment data.</p> <p>2b. Individual therapy students who self identify as being academically at-risk will complete a brief survey which reflects their opinion regarding the impact of therapy on their academic status.</p>	<p>2a., Fall: Comparison of arithmetic means for 20 clients indicated that post-treatment means were lower than pre-treatment means on all 10 scales, indicating a reduction in symptoms. Results of paired t-tests show statistically significant differences in 9 of 10 symptom scales . Spring: Post-treatment means for 65 clients were found to be lower on all 10 scales, again indicating a reduction in symptoms, and statistically significant reductions were found in 9 of 10 scales (see Appendix G and H).</p> <p>2b. Student judgment of the impact of therapy was generally positive. At- risk students mostly 'agreed' and 'strongly agreed' that treatment helps them in coping with academic demands and with staying in school (see Appendix I and J).</p>	<p>2a. We will continue to render excellent therapeutic services, resulting in a decrease in clinical symptoms and an increase in our students' coping skills.</p> <p>2b. We will continue to offer excellent therapeutic services to students which help to decrease emotional problems, thereby allowing academically at-risk students to concentrate more on their studies.</p>
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		<p>2c. Students who have been placed on Academic Suspension or Exclusion will be assessed by comparing their grade point averages before and after attending our Academic Retention Workshop. This year, data was available for students who took our workshop in Fall 2002, Spring 2003, and Summer 2003, and who attended classes in Fall of 2003.</p>	<p>2c. Suspension/Exclusion students overall had higher GPAs after our workshop. The mean of the pre workshop grade point averages for 59 students was .97, while the mean of their post workshop grade point averages was 1.76. This increase was statistically significant at the .01 level.</p>	<p>2c. We will continue to provide Academic Suspension/Exclusion Workshops as part of our overall efforts to support retention of CSU students.</p>
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<p><u>Mission Statement:</u> Student affairs is committed to providing an environment to foster personal development, wellness, and success of students that complements academic programs and encourages professional preparedness. To this end, Student Affairs is committed to the continued intellectual and professional development of its' staff, and to collaborative partnerships with others in the university community.</p>	<p>3. Students will gain a greater sense of career direction and be assisted in attaining a career decision through individual career counseling.</p>	<p>3a. Students will be administered career interest inventories and/or a computer-assisted career information/guidance program, and will also work with a counselor in order to help them identify their skills, values, and interests.</p> <p>3b. Students will complete pre and post test measures at the beginning and termination of career counseling.</p>	<p>3a. In Fall we had 137 students use the Discover program to help them identify their skills, values and interests in order to begin the process of career planning. Twelve of those students elected to return for one on one career counseling with a therapist. In Spring, these numbers were 50 and 11 , respectively.</p> <p>3b. A sample of 12 students during Fall Semester and 11 during Spring Semester completed pre and post test measures at the completion of career counseling. Using a Likert scale ranging from 1 for “No, I have not yet thought much about it” through 5 for “high certainty” on six statements related to career development issues and 1 for “little certainty’ and 5 for “high certainty” on a seventh statement, results indicate positive change on all 14 indices, and significant positive change for 7 of the 7 indices for Fall and 6 or the 7 indices for Spring semesters (see Appendices K and L).</p>	<p>3a. We will continue to assist students using the Discover program to begin the process of narrowing their career choice, and to continue this process with one on one career counseling.</p> <p>3b. We will continue to provide excellent Career Counseling services.</p>
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<p><u>Mission Statement:</u> Student affairs is committed to providing an environment to foster personal development, wellness, and success of students that complements academic programs and encourages professional preparedness. To this end, Student Affairs is committed to the continued intellectual and professional development of its' staff, and to collaborative partnerships with others in the university community.</p>	<p>4. Students who use Counseling Center services will be retained by CSU</p>	<p>4a. Social security numbers of Personal Counseling students from 2002-2003 were submitted to the Registrar, who calculated the one year retention rate for this group.</p> <p>4b. Social security numbers of Career Counseling students from 2002-2003 were submitted to the Registrar, who calculated the one year retention rate for this group.</p>	<p>4a. Personal Counseling students from Fall of 2002 were retained at a rate of 57%, which is similar to the overall CSU rate of 62%. Personal Counseling students from Spring of 2003 were retained at a rate of 57%, which is similar to the overall CSU rate of 61%. Presumably our Personal Counseling students have a higher percentage of emotional problems than the overall CSU population. Therefore, our data indicates that we are keeping a troubled population in school at a similar rate as the normal population.</p> <p>4b. Career students from Fall of 2002 were retained at a rate of 72%, which is higher than the overall CSU rate of 62%. Career students from Spring of 2003 were retained at a rate of 81%, which is higher than the overall CSU rate of 61%. Our data indicate that Career Counseling has a strong positive effect on student retention.</p>	<p>4a. We will to continue to provide superior Personal Counseling, in order to improve student's abilities to manage their emotional well being, and thereby cope more effectively with academic demands.</p> <p>4b. As Career Counseling is clearly a positive factor for student retention, we will continue to provide excellent Career Counseling Services.</p>
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		<p>5c. Interns will complete evaluations of themselves and of their internship experience throughout the year, assessing skills improvement in the interns over the course of the year, and staff supervision and support throughout the year.</p>	<p>5c. On a Likert scale ranging from 0 for 'None' to 5 for 'Expert', interns rated themselves as gaining in skills over the course of their internship, from skill ratings mostly at the 2- and 3-levels at the beginning of internship, to 3- and 4-level skills at the end of internship. On a Likert scale ranging from 1 'Strongly Agree' to 7 'Strongly Disagree, interns rated their internship training experience with 1s and 2s throughout the year.</p>	<p>5c. We will continue to monitor intern data so that we may remain confident that interns continue to improve their skills and that staff continue to provide effective support, training and supervision. We will also use this data in the recruitment of future interns.</p>
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Institutional Effectiveness Report

Unit: Greek Life

Expanded Statement of Institutional Purpose	Administrative Objective/Expected Results	Assessment Criteria and Procedures	Assessment Results	Use of Results
<p>Greek Life is a component of Student Life that provides students the opportunity to participate in a community of fellow students, gain and / or improve leadership skills, maintain academic excellence, and develop a desire for servant leadership through community service.</p> <p>Greek Life is an aspect of Student Life that statistically improves student retention.</p>	<p>Students who participate in extracurricular activities are more likely to succeed academically and to graduate. Through their experiences, they are more likely to develop an appreciation for diversity and awareness of societal issues.</p>	<p>Require each organization to submit calendars and / or updates of their semester activities. In addition, each organization is required to submit updated rosters in order to verify academic progression and satisfaction.</p> <p>Starting in the fall of 2004, the Student Life Office will host a mandatory Greek workshop for all Greek organizations in which topics of importance and relevance will be discussed. Examples of these topics are: Risk Management, Understanding Cultural Diversity, Relationships, Self-Defense, and others.</p>	<p>The Student Life Office will assess each organization's involvement to insure that they are participating in the full collegiate experience to include departmental and university programs such as: Cultural Diversity Week, Sexual Assault and Awareness Week, Homecoming, Greek Week, and to verify that each organization has academic programs in place. In addition, the Student Life Office works to support the goals of the individual organization's National Offices objectives to insure that other mandatory programs and reports are being implemented and reported.</p> <p>The mandatory workshops will create awareness of Greek issues as well as issues that all college students must contend with.</p>	<p>The goals of this program are to provide students every opportunity to maximize their leadership potential while developing a stronger sense of self and other's worth.</p>

Institutional Effectiveness Report

Unit: Residence Life Fall 2003-Spring 2004

Expanded Statement of Institutional Purpose	Administrative Objective/Expected Results	Assessment Criteria and Procedures	Assessment Results	Use of Results
<p><u>University's Mission Statement:</u> To improve the quality of education and service to students.</p> <p><u>Department's Goal Statement:</u> Promote skills that challenge a student's ability to use knowledge in work or leisure</p>	<p>a) Residence Life provides many leadership opportunities, such as Resident Assistant positions and officer positions in the Residence Housing Association that promote leadership skills and learning beyond the classroom experience.</p> <p>b) Resident Assistants and the Residence Housing Association both host programs for all of the residents that encourage both learning and socialization</p>	<p>a) Both Resident Assistants and Residence Housing Association officers go through a selection process and a week long intensive training program. Both of these groups of leaders are evaluated on a semesterly basis.</p> <p>b) An attendance report and an evaluation are submitted for each program presented. Also, residents fill out the Educational Benchmarking Institute survey at the end of the semester.</p>	<p>a) Students' individual growths and achievements are the results. Students in leadership positions gain so much more confidence, interpersonal skills, and experience from college. Many of the student leaders in Residence Life use their experience to enhance their job experience. 59% of the residents surveyed are satisfied with the extent to which living on campus enhanced their development of leadership abilities.</p> <p>b) Attendance at a majority of the programs was good. 57% of the residents surveyed were satisfied with the opportunities to participate in educational programs and 65% were satisfied with the opportunities to participate in social activities sponsored by Residence Life.</p>	<p>a) Residence Life will continue to offer leadership opportunities and continue to enhance the training processes.</p> <p>b) Residence Life will continue to offer social and educational programming for the residents.</p>

Expanded Statement of Institutional Purpose	Administrative Objective/Expected Results	Assessment Criteria and Procedures	Assessment Results	Use of Results
<p><u>University's Mission Statement:</u></p> <p>To encourage cultural diversity.</p> <p><u>Department's Goal Statement:</u></p> <p>Create environments that celebrate diversity.</p>	<p>a) Activities and programs are planned to encourage residents of all cultures and races to interact. Also, a Global Village program is housed in Courtyard II which puts international and American students together as roommates and hosts programs to celebrate all countries included.</p> <p>b) Roommates are assigned without any knowledge and consideration of race. The Resident Assistants are trained to be sensitive to diversity issues and to help roommates through some of these differences if conflicts arise.</p>	<p>a) Residents fill out and Educational Benchmarking Institute Survey at the end of the year.</p> <p>b) Residents are provided with a sample roommate contract to help eliminate conflict. They are also given the opportunity to request a room change in which the resident must meet with and be counseled by their Residence Life Coordinator.</p>	<p>a) 70% of residents were satisfied with the extent to which living in a residence enhanced their appreciation of other cultures.</p> <p>b) A majority of roommate conflicts that arose because of diversity issues were able to be worked out by these two processes. 57% of residents surveyed were satisfied with fellow residents regarding respect for their living environment.</p>	<p>a) These activities and programs will be continued and expanded on.</p> <p>b) Roommates will continue to be assigned without any regard to race along with the services provided.</p>

Expanded Statement of Institutional Purpose	Administrative Objective/Expected Results	Assessment Criteria and Procedures	Assessment Results	Use of Results
<p><u>University's Mission Statement:</u> To improve the quality of education and service to students.</p> <p><u>Department's Goal Statement:</u> Develop plans for and monitor maintenance of facilities.</p>	<p>a) The apartments are assessed of their conditions on a regular basis.</p> <p>b) Attempt to fix all minor maintenance requests on same day they are reported. Major repairs are fixed as soon as possible depending on supplies and whether they are contracted out.</p>	<p>a) During the summer months all of the major repairs and renovations are done to the apartments. During check-in an inventory of the conditions of the apartments are documented and signed by the residents leaving them responsible for damages done to their apartment while living there.</p> <p>b) All requests are sent to Plant Operations via Remedy Web on a daily basis. Our maintenance staff is paged immediately for emergency maintenance problems. The Educational Benchmarking Institute survey will be used at the end of the semester to assess students' level of satisfaction with maintenance requests.</p>	<p>a) 59% of residents responding to survey were satisfied with the cleanliness of their apartments.</p> <p>b) 62% of residents responding to the survey were satisfied with the timeliness of repairs.</p>	<p>a) Residence Life will continue to update and repair the apartments. More attempts to take care of the look of stained tubs and tiles will be done.</p> <p>b) Residence Life will continue to educate residents on how to turn in a maintenance request in order to make the process more efficient. Smaller projects will be given to student assistants to help free up the Plant Operations maintenance staff to handle the bigger projects faster.</p>

Expanded Statement of Institutional Purpose	Administrative Objective/Expected Results	Assessment Criteria and Procedures	Assessment Results	Use of Results
<p><u>University's Mission Statement:</u></p> <p>To improve the quality of education and service to students.</p> <p><u>Department's Goal Statement:</u></p> <p>Provide an environment which promotes individual and community responsibilities, and respect for the rights of others.</p>	<p>a)Residents are all given a Residence Life handbook. They are required to attend a meeting with their Resident Assistant and must sign a waiver stating that they understand the rules of Residence Life. All residents are held responsible for their actions and the actions of their guests.</p>	<p>a) Resident Assistants document all policy violations. The residents then go through the disciplinary process with the professional staff of Residence Life.</p>	<p>a) All disciplinary violations are tallied every semester. Underage drinking, visitation violations, noise violations, and marijuana use continue to be our most prevalent violations.</p>	<p>a) Residents will continue to be educated about the policies of Residence Life and we will continue to enforce the disciplinary sanctions. 71% of the residents surveyed were satisfied with the extent to which living on campus enhanced their skills of living cooperatively with others.</p>

Institutional Effectiveness Report

Unit: Campus Recreation (Intramurals)

Expanded Statement of Institutional Purpose	Administrative Objective/Expected Results	Assessment Criteria and Procedures	Assessment Results	Use of Results
<p><u>Mission Statement</u> Campus Recreation is committed to providing activities which foster social, physical and leadership development.</p> <p><u>Goal Statement</u> Develop, promote and implement recreational programs for the university community.</p>	<p>Students will have the opportunity to participate in campus recreation programs.</p>	<p>Campus Recreation staff will keep up with the participation of students per activity.</p> <p>Campus Recreation will also determine the students strengths and weaknesses while participating in the program.</p>	<p>Student participation for 2003-2004 of fitness center was once again over 48,000 users.</p> <p>Students want a fitness director so that more fitness and wellness programming can be offered.</p> <p>Participation in the majority of intramural sports once again has reached an all time high at CSU. This increase is due to more participation from on-campus housing students.</p> <p>Weakness was found, according to student surveys, was (once again) student sport officials and scheduling of games (conflicts with class and jobs).</p>	<p>A graduate assistant will be rehired who will work on a Campus Recreation/ Intramural marketing plan and web page.</p> <p>Attempting to find funding to build a Student Recreation Center to better serve our students' recreational needs.</p> <p>Nurture our student sports officials to enable them to become better sports officials.</p>

Institutional Effectiveness Report

Unit: Campus Recreation (Fitness)

Expanded Statement of Institutional Purpose	Administrative Objective/Expected Results	Assessment Criteria and Procedures	Assessment Results	Use of Results
<p><u>Mission Statement</u> Campus Recreation is committed to providing activities which foster social, physical and leadership development.</p> <p><u>Goal Statement</u> Develop, promote and implement recreational programs for the university community.</p>	<p>Participants of the fitness programming will have a better understanding of the benefits of fitness.</p>	<p>A survey was given to 60 CSU student users of the fitness center.</p>	<p>Students want personal trainers, aerobics and fitness contests.</p> <p>Students want larger and better fitness facilities.</p>	<p>Attempting to find funding for a fitness director.</p> <p>Attempting to find funding to build a Student Recreation Center with a larger fitness facility.</p> <p>Fitness contests (bench press and fitness challenge) will be offered.</p>

Institutional Effectiveness Report 2003-2004

Unit: Student Health Services

Expanded Statement of Institutional Purpose	Administrative Objective/Expected Results	Assessment Criteria and Procedures	Assessment Results	Use of Results
<p><u>Mission Statement:</u></p> <p>Student Health is committed to providing an environment to foster personal development, wellness, and success of students that complements academic programs and encourages professional preparedness. To this end, Student Health is committed to the continued intellectual and professional development of its staff and to collaborative partnerships with others in the University community.</p> <p><u>Goal Statement:</u></p> <p>Provide care and education for ill students.</p>	<p>1. Ill students will have knowledge of services available on campus.</p> <p>2. Ill students will leave the Health Center knowing what specific steps to take which will assist them in returning to their optimum state of health.</p>	<p>1. The number of ill students utilizing the Student Health Center will remain constant or increase each year.</p> <p>2a. Through individual interviews, students will receive verbal and written data about their specific illness. Assessment methods utilized are return demonstration and verbalization of understanding.</p> <p>2b. Students will comply with instructions, that is, use medications as directed, change dressings etc...</p>	<p>1a. Numbers have increased. The number of students living in University Housing has increased, which has placed a greater demand on health services.</p> <p>2a. Assessment by return demonstration is 100% prior to leaving the Clinic.</p> <p>2b. Return appointments due to non-compliance for same illness/injury are less than 5%.</p>	<p>1a. The physicians are seeing students at maximum capacity. Plans to add an additional clinic starting fall 2004.</p> <p>2a. Criteria met. Will continue assessing.</p> <p>2b. Criteria met. Will continue assessing.</p>
<p><u>Mission Statement:</u></p>	<p>1. As a result of networking and</p>	<p>1. The number of students utilizing</p>	<p>1a. Flu vaccine gained popularity</p>	<p>1a. The clinic administered all flu</p>

<p>Student Health is committed to providing an environment to foster personal development, wellness, and success of students that complements academic programs and encourages professional preparedness. To this end, Student Health is committed to the continued intellectual and professional development of its staff and to collaborative partnerships with others in the University community.</p> <p><u>Goal Statement:</u></p> <p>Provide wellness care and health education for ill students.</p> <p><u>Mission Statement:</u></p>	<p>active advertising students will have knowledge of wellness programs.</p> <p>1. Students will be satisfied with</p>	<p>wellness services offered will be maintained or increase each year.</p> <p>1. The number of ill students</p>	<p>with advertisement. The number of flu vaccines administered increased.</p> <p>1b. The number of female students utilizing the Women's Health Clinic increased this past year.</p> <p>1a. The number of students</p>	<p>vaccines received for the season.</p> <p>1b. The number of patients seen in our Women's Health Program has continued to increase. New Support from the Health Dept. and adding an extra day has helped.</p> <p>1a. Plans to add more physician</p>
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<p>Student Health is committed to providing an environment to foster personal development, wellness, and success of students that complements academic programs and encourages professional preparedness. To this end, Student Health is committed to the continued intellectual and professional development of its staff and to collaborative partnerships with others in the University community.</p> <p><u>Goal Statement:</u></p> <p>Provide a user friendly atmosphere with an emphasis on confidentiality.</p>	<p>services provided the Student Health Center.</p>	<p>utilizing the Student Health Center will remain constant or increase each year</p> <p>1b. Respondents on the ACT Student Opinion Survey will answer in a positive manner.</p> <p>1c. Respondents to Women’s Health questionnaires was answered in a positive manner.</p> <p>1d. Respondents asked to complete the Student Health Center Satisfaction Survey will answer in a positive manner on at least 80% of the questions.</p>	<p>utilizing the Student Health Center has increased.</p> <p>1b. Student Health Services was not part of the survey this year.</p> <p>1c. 98% was either positive or neutral.</p> <p>1d. Not enough information collected to be objective.</p>	<p>time, Women’s Health appointments and hours from our part time R.N., in Fall, 2004.</p> <p>1b None Available.</p> <p>1c. There is a continuous need for more slots for complete physicals. The Health Dept. started sending a N.P. once a month to assist with these exams. More P.E. slots are being worked into the schedule.</p> <p>1d. New front office person in place. Surveys to be reinstated.</p>
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Institutional Effectiveness Report

Unit: University Police 2003-2004

Expanded Statement of Institutional Purpose	Administrative Objective/Expected Results	Assessment Criteria and Procedures	Assessment Results	Use of Results
<p><u>Mission Statement:</u> The mission of the University Police Department at Columbus State University is to compliment and support the University's goals by providing a safe environment conducive to learning, research, and related work/activities. Creating this atmosphere allows all that come on the campus and university facilities to so with minimum distractions.</p> <p><u>Goal Statement:</u> Provide crime prevention and safety education to the CSU community.</p>	<p>The CSU community is knowledgeable of steps/action to take reduce the probability of becoming a crime victim.</p> <p>The CSU community feels safe while they are on campus.</p>	<p>Surveys will be conducted at programs and crime prevention seminars.</p> <p>Feedback will be sought at open safety meetings.</p> <p>An annual "safety walk" will be conducted on campus.</p>	<p>This survey was not done.</p> <p>Feedback given at open meetings was positive.</p> <p>Two "safety walks" were conducted and a report was generated concerning lights that are out on campus and shrubs that need to be cut back.</p>	<p>Continue to provide programming for student housing, orientation leaders, parents, college 1106 classes and faculty and staff on campus.</p> <p>Use feedback to determine the need for new classes or areas of interest for the CSU community.</p> <p>Continue to have visible presence on campus and ensure adequate officers are always on patrol.</p> <p>Chart the problems from this year to next year and attempt to eliminate repetitive problems</p>

