

Institutional Effectiveness Report: 2004-05

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. During Fall, 04 JLD calls were increased.</p> <p>The number of on-campus employer participation has increased. Twenty-two employers were on campus during Fall, '05 vs. 5 during Fall, '04. Expo vendors increased from 75 ('04) to 94 ('05). Jobs posted in Spring 05 – 663 vs. Spring '04 -- 331</p> <p>Students indicate they are receiving relevant information from various sources. Fall 04/Sp 05: Classroom/organization presentations equaled 93. Two luncheons were attended by department chairs who shared information with faculty and students.</p>	<p>New contacts will continue to be a priority while maintaining established relationships.</p> <p>Recruiters will be invited to participate in the Employers on Campus program in Fall, '05..</p> <p>The offer to visit classes will be continued. Contact with Chairs will continue.</p> <p>An effort will be made to reach the professional organizations on campus to offer a job search program.</p>

Institutional Effectiveness Report

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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 student visits to the Center has increased from 6777 last year to 8326 this year.</p> <p>Evaluation cards were reinstated with 73 students completing the cards with positive feedback. Many students are repeat customers. 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. One-half of graduating seniors reported they used the Center while in school..</p>	<p>Center staff will continue to seek ways to support expressed needs of students.</p> <p>Plans will continue to include taking services out to new locations on the campus to reach more students.</p> <p>The effort will continue to create more opportunities to reach the students through the classroom and through professional organizations.</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 student visits listing interest in coop or internship totaled 274 for the year. (Not previously tracked.)</p> <p>Number of companies providing coop decreased to 3. All positions were filled. Number of companies listing an internship opportunity went from 27 (Fall, 04) to 34 (Sp 05).</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>There will be a continued effort to develop coop positions.</p> <p>Goals include using the university report tracking internship enrollment to identify depts. with students enrolled in internships. Also, on-campus information tables will be provided for students.</p>

Institutional Effectiveness Report

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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>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. . Twenty employers were on campus during Fall, '05 vs. 5 during Fall, '04. Expo vendors increased from 75 ('04) to 94 ('05). Student/grad surveys reflect high level of satisfaction for services.</p> <p>Informational tables were placed with respect to employer needs and majors.</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 use survey/evaluations as well as informally ask for feedback Employer On Campus program will return in Fall, 05.</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) 2004-2005

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, thru student surveys.</p>	<p>Student participation for 2004-2005 of fitness center was once again over 42,000 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 and the building of a new intramural sports field next to student housing.</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) 2004-2005

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 students 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>Will try to hire a certified aerobics instructor for 2005-2006.</p>

2004-2005 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 (Profile of Mood States or POMS) 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 pre- and post-treatment arithmetic means for 58 clients showed positive change, indicating a reduction in symptoms. Results of paired t-tests show statistically significant differences in 3 of 6 symptom scales. Spring: Post-treatment means for 42 clients were found to be lower on 4 of 6 scales; however, no significant differences were found (see Appendix G and H).</p> <p>2b. Student judgment of the impact of therapy was positive. At- risk students '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. This year we experimented with a new measuring device (the Profile of Mood States). Since this new measuring device coincides with a drop in our demonstrated effectiveness, we assume that the two are correlated. While we continue to make every effort to provide our usual level of excellent individual counseling, we also plan to discontinue the use of the POMS as a measuring tool for next year.</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 2003, Spring 2004, and Summer 2004.</p>	<p>2c. Suspension/Exclusion students overall had higher GPAs after our workshop. The mean of the pre workshop grade point averages for 92 students was .99, while the mean of their post workshop grade point averages was 1.60. 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 complete pre and post test measures at the beginning and termination of career counseling.</p>	<p>3a. Due to changes in the counseling center, few students completed career counseling during Fall of 2004. During Spring of 2005, 18 students completed pre- and post-test measures 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 7 indices, and significant positive change for 6 of the 7 indices (see Appendices K and L).</p>	<p>3a. The career counseling process is currently in flux. We are hoping to balance serving large numbers of students while continuing to provide our usual level of excellent service.</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 2003-2004 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 2003-2004 were submitted to the Registrar, who calculated the one year retention rate for this group.</p>	<p>4a. Personal Counseling students from Fall of 2003 were retained at a rate of 73%, which is higher than the overall CSU rate of 64%. Personal Counseling students from Spring of 2004 were retained at a rate of 61%, which is similar to the overall CSU rate of 59%. 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 rate which is similar to or higher than that of the normal population.</p> <p>4b. Career students from Fall of 2003 were retained at a rate of 57%, which is lower than the overall CSU rate of 64%. Career students from Spring of 2004 were retained at a rate of 79%, which is higher than the overall CSU rate of 59%.</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. Career counseling is normally always a positive factor for student retention. The career counseling process is currently in flux. We are hoping to balance serving large numbers of students while continuing to provide our usual level of excellent service.</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>5. Provide clinical training for the development of new professionals in counseling and/or psychology. Master's level practica/intern students will learn clinical skills appropriate to the student client via intake, treatment, educational workshops and the therapeutic relationship.</p>	<p>5a. Graduate students will be required to construct a treatment plan which includes diagnosis (following DSM nomenclature), treatment approach, treatment goals, and expectation of length of treatment for personal counseling cases.</p> <p>5b. Students (clients) will complete evaluations related to the effectiveness of interventions and the therapeutic relationship provided by practica or intern graduate students.</p>	<p>5a. Based on clinical intake interviews and standardized test data, treatment plans were written for each client and reviewed by the Coordinator of Intern Education during weekly supervision sessions.</p> <p>5b. On a Likert scale ranging from 4 for "Strongly Agree" to 1 for "Strongly Disagree," the counselors-in-training were rated consistently with 3s and 4s on therapeutic relationship issues (see Appendices A and B).</p>	<p>5a. We will continue to train interns in the use of treatment plans to improve their understanding of client dynamics and increased their confidence in implementing interventions.</p> <p>5b. Close supervision of intern progress and monitoring of intern data will continue, so that Counseling Center staff can remain confident that interns continue to provide excellent services to our students.</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 Lickert 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 4- and 5-level skills at the end of internship. On a Lickert 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 and Organizations 2004-05

Expanded Statement of Institutional Purpose	Administrative Objective/Expected Results	Assessment Criteria and Procedures	Assessment Results	Use of Results
<p>Organizations and Greek Life are components of Student Life that provide students the opportunity to participate in a community of fellow students, and gain leadership skills while maintaining academic excellence and developing a desire to become involved with community and philanthropic services.</p> <p>Involvement in extracurricular activities are proven to improve retention on campuses.</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>Each organization is required to register their organization with the Student Life Office in the Spring semester. In addition, Greek organizations are asked to submit complete rosters so that we may verify both national and institutional academic requirements.</p> <p>In addition, in order to combat over-programming among our organizations, we have developed an on-line event registration form that is required to be completed before any event can take place on campus</p>	<p>Changing our annual organizational registration from fall to spring has proven to be a benefit due to the fact that we are better able to communicate with the students during the summer because our database is more accurate. Previously, this was a challenge because many of the names provided to us were names of students who graduated after spring and the lists weren't up-to-date.</p> <p>In addition, we've certainly had some challenges getting the students comfortable registering their events on-line as it's a different process, but over time, we feel that it will become more efficient and our assessment of programming will become more accurate.</p>	<p>All information taken from the new and old procedures provide us the opportunity to make changes and try to improve our record keeping and assess effectiveness of all programming.</p>

Institutional Effectiveness Report

FY 2004-2005

Unit: Minority Affairs

Expanded Statement of Institutional Purpose	Administrative Objective/Expected Results	Assessment Criteria and Procedures	Assessment Results	Use of Results
* Advocacy	Continue to provide advocacy services for students. A special initiative will focus on institutional learning support for African American students and other minorities.	Testing data provided by Academic Support, the testing center, individual students and other academic departments.	This project began fall 2004. The initial emphasis targeted students who had problems passing the Regents Tests. Greater portions of the student population with difficulties with the tests were African American students. A small group of 5 students served as the random sampling for this project. Partial success with passing at least one test was achieved during the spring 2005. Funding was appropriated for the project to continue; the initiative was approved as a program during April, 2005 by the VPAA.	Continuation of program and funding to assist more students with meet state requirements for graduation.
* Visibility	Continuation of programming with emphasis on multiculturalism. Special emphasis will concentrate on African American students.	Response from faculty/staff and students.	Observance of Black History month activities, special holiday observances, celebrated guests, Rev. Jessie Jackson, Congr. Sanford Bishop and Dr. Robert Wright.	Continuation of programming. Addition of staff member for 2005-2006 school year for African American students.

Institutional Effectiveness Report

Unit: ORIENTATION 2004-05

Expanded Statement of Institutional Purpose	Administrative Objective/Expected Results	Assessment Criteria and Procedures	Assessment Results	Use of Results
<p>Student Orientation provides a comprehensive program which aids students in their transition to college by introducing them to the academic and co-curricular life in the institution and improves retention.</p>	<p>Students and family members will understand all aspects of the university to include, but not be limited academic processes and procedures, extracurricular activities, academic expectations, exposure to new cultures, and other issues not mentioned.</p>	<p>Each student and family member is provided a survey to complete in order to assess the efficiency and effectiveness of the program.</p>	<p>The results of the surveys are compiled and each aspect of the program is re-evaluated for future programmatic changes.</p>	<p>Program is modified every year in order to implement improvements.</p>

Institutional Effectiveness Report

Unit: Residence Life

2004-2005

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 complete an Educational Benchmarking Institute Survey at the conclusion of each academic 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) 59% of residents were satisfied with the extent to which living within residence life 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. 67% of residents surveyed were satisfied with fellow residents regarding respect for different cultures.</p>	<p>a) These activities and programs will be continued and expanded.</p> <p>b) Roommates will continue to be assigned without any regard to race along with the services provided.</p>

Institutional Effectiveness Report

Unit: Residence Life

2004-2005

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 each host programs for all of the residents that encourage learning and building of socialization skills.</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 semester basis.</p> <p>b) An attendance report and an evaluation form are completed for each program presented. Also, residents fill out the Educational Benchmarking Institute survey at the end of each academic semester.</p>	<p>a) Students individual growth 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. 62% 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 programs was good. 59% of the residents surveyed were satisfied with the opportunities to participate in educational programs and 66% 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>

Institutional Effectiveness Report

Unit: Residence Life

2004-2005

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 dependent upon supplies and whether or not the repairs are outsourced.</p>	<p>a) During the summer months, all 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 incurred 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) 64% of residents responding to survey were satisfied with the cleanliness of their apartments.</p> <p>b) 68% 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 (Special attention will be directed toward bathroom areas in need of repairs/upgrades).</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 free the Plant Operations maintenance staff to handle larger projects in a more timely manner.</p>

Institutional Effectiveness Report

Unit: Residence Life

2004-2005

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 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 a 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. 73% of the residents surveyed were satisfied with the extent to which living on campus enhanced their skills of living cooperatively with others in respect to personal responsibility and disciplinary issues.</p>	<p>a) Residents will continue to be educated about the policies of Residence Life and we will continue to enforce the disciplinary sanctions.</p>

Institutional Effectiveness Report 2004-2005

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. Although physicians are coming each day, most clinics are at capacity. However, at this time 5% are being turned away for same day appointments.</p> <p>2a. Criteria met. Will continue assessing.</p> <p>2b. Criteria met. Will continue assessing.</p>

Institutional Effectiveness Report

2004-2005

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 wellness care and health education for ill students.</p>	<p>1. As a result of networking and active advertising students will have knowledge of wellness programs.</p> <p>2. Students seeking wellness care will leave Student Health with information on their present state of health and behaviors for optimum health.</p>	<p>1. The number of students utilizing wellness services offered will be maintained or increase each year.</p> <p>2a. Through individual interviews, students will receive verbal and written data regarding their present state of health, to include identifying steps for improvement.</p> <p>2b. Assessment methods such as general health questionnaires or return demonstration by observation may be used. Follow up appointments made before student leaves.</p>	<p>1a. Due to extreme shortage of Flu Vaccine, the University sold their share to local Health Department for distribution to high risk population.</p> <p>1b. The number of female students utilizing the Women's Health Clinic increased this past year.</p> <p>2a. Low number of college students has had immunizations against Hepatitis B and Meningococcal disease.</p> <p>2b. Low percent of female students indicate that they perform breast self exams on a monthly basis.</p>	<p>1a. The clinic administered all flu 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>2a. The number of hepatitis B and meningitis vaccines given continues to gradually increase. New immunization guidelines for University System has brought about greater awareness and compliance. The SHC will continue to offer vaccines to CSU Students. The SHC is participating in the Georgia Registry of Immunization Transactions and Services (GRITS), by entering all the immunizations given in the clinic into this computerized confidential state immunization registry. This enables authorized health care professionals to access immunization information and know what is due or overdue.</p> <p>2b. The Student Health Clinic offered female students the opportunity to view a video on breast self exams. Students reminded to perform SBE at</p>

			<p>2b. Low percent of college students have had their blood pressure taken in the last year.</p>	<p>each return visit.</p> <p>2b. Will continue to offer BP screenings.</p>
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Institutional Effectiveness Report 2004-2005

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 a user friendly atmosphere with an emphasis on confidentiality.</p>	<p>1. Students will be satisfied with services provided the Student Health Center.</p>	<p>1. The number of ill students 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>1a. The number of students 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. Surveys reinstated Summer, 04. 100% were either positive or neutral..</p>	<p>1a. As of Fall 04, physicians are on campus Monday through Friday for two block increments. Clinics are still filling to maximum capacity about 95% of the time.</p> <p>1b None Available.</p> <p>1c. There is a continuous need for more slots for complete physicals. More P.E. slots are being worked into the schedule as staffing permits.</p> <p>1d. One suggestion that appeared more frequently than others was to increase the hours physicians are on campus. As of Fall 04, physicians are here 2 hours/day Monday through Friday.</p>

Institutional Effectiveness Report

Unit: Student Activities Council 2004-2005

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 that fosters 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 it's staff, and to build collaborative partnerships with others in the university community.</p> <p>Student Activities Council purpose statement: "The purpose of the organization is to the social, recreational, cultural, and educational development of our Cougar community through programs and services conducted by the members and committees of the SAC" (Student Activities Council Constitution, Article II).</p>	<p>Provide recreation and entertainment.</p> <p>Provide an opportunity for a diverse group of students to develop event programming skills. These skills include negotiation of contracts, group communication, etc.</p> <p>Provide a diverse event schedule that is suitable to the CSU population.</p> <p>Increase participation at events and student's enjoyment of events.</p>	<p>Continue to encourage student's participation in the National Activities Council Association (NACA).</p> <p>Improvement of training procedures for executive members and committee members.</p> <p>Executive members have established traditional events that are diverse to our population.</p> <p>Participation continues to grow therefore we have a need for a true assessment procedure. Several were tested this semester. The most successful was where students received a colored card and could place it in one of three buckets upon leaving the event (Loved It, Hated It, and It Was OK). To measure "enjoyment," comment cards were used for assessment.</p>	<p>Plan to have student present at NACA 2005.</p> <p>Diverse programming needs to be improved in the area of cultural affairs and awareness. Also, research and recruitment will be focused more on assessment of programs and committee members rather than on programming movies. All other committees are accomplishing diversity goals.</p> <p>Able to generate numbers from assessment procedure where students received colored cards to place in buckets, but we received better feedback from comment cards placed at events. Students were given a prize as an incentive to complete the comment cards.</p>	<p>The contacts made at NACA conventions helps the executive members with block pricing for events which saves SAC money. Also, the student's personal growth within this organization contributes to their opportunity to receive scholarships and grow as young professionals.</p> <p>Assessment procedures will result in yearly reports of committee member participation and will assist the executive chairpersons in keeping an accurate record of past and present committee members. Also, assessment of programs will assist in evaluating the type of programming that the student body enjoys and wants to participate in. Thus resulting improved programming and participation.</p>

Institutional Effectiveness Report

Unit: University Police 2004-2005

Expanded Statement of Institutional Purpose	Administrative Objective/Expected Results	Assessment Criteria and Procedures	Assessment Results	Use of Results
<p>Mission Statement: 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 do so with minimum distractions.</p> <p>Goal Statement: Provide crime prevention and safety education to the CSU community.</p>	<p>The CSU community is knowledgeable of steps/action to take to 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>A poll was taken at open safety meetings to determine if the CSU community felt safe on campus.</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 were positive.</p> <p>The majority of people attending the open safety meetings stated they felt safe on campus.</p> <p>The "safety walk" was scheduled and accomplished.</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 a 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> <p>Continue to submit work orders to plant operations to correct problems on campus noticed on the "safety walk".</p>