**Northern Michigan University**

**OUTCOMES ASSESSMENT PLAN/REPORT FORM**

**Administrative or Educational Support Unit**

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| Name of Department or Unit | | Center for Student Enrichment | | | |
| This document is the | 🗹 PLAN or 🞎 REPORT for July 1, 2012 to June 30, 2013 | | | Date Submitted: | Revision Submitted January 9, 2013 |
| Submitted by (Unit Representative) | | | David Bonsall | | |

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| **Department or Unit Mission Statement: Was this mission statement revised this year? Yes \_X\_ No** |
| The Center for Student Enrichment provides students with a variety of co-curricular and classroom connected experiences which promote personal and professional growth, connect the campus with surrounding communities, and enhance the college experience. |

**Improvement Plan**

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| **Administrative Objective #1** *(State an ongoing goal by which the unit gauges its overall performance in a key role year after year, i.e.*  *your “bottom line” measure.)* |  | **Action Plan/Evidence of Assessment for Objective** *(Describe the statistic or criteria that measures success in achieving this goal. What is the desired and/or minimum target you expect*? *What method is used to collect the data for the statistic*? |
| *Objective:*  **Annually assess the impact/value of student development initiatives that include Academic Service Learning, Superior**  **Edge, the Student Leader Fellowship Program, and Health Promotion classroom presentations.**  *Rationale (Why you are setting this objective; make with “X”):*  X Effectiveness/quality action X Efficiency/cost action  🞎Compliance issue X Satisfaction measure X Create baseline  🞎 Other (explain):  *Alignment (Refer to last pages)*  *1. Which AQIP category does this address?* 1  *2. Does this objective relate to a Road Map goal? If yes, type the related Road Map codes here:*  CE 1, 2, 3, 4 |  | *Measures:*  **Academic Service Learning** – the **Student Experience Survey** will be used to collect data. Two key statistics that will measure success in this area are:   * % of respondents who feel their interactions with the community practice enhanced their learning/ understanding of the course. Minimum target is 80%; desired target is 90%. * % of respondents who feel the community participation aspect of their course showed them they could become more involved in their community. Minimum target is 80%; desired target is 90%. * Number of faculty and teaching staff who incorporate academic service learning into one or more of their courses. Minimum target is 55; desired target is 65. * Number of students enrolled in a course that includes an academic service learning experience. Minimum target is 1,800; desired target is 2,000.   **Superior Edge** – the **Edge Completion Survey** will be used to collect data. Key statistics that will measure success in this area are:   * Citizenship Edge – % of respondents who feel that by completing the Citizenship Edge they gained a greater awareness of community needs and challenges. Minimum target is 85%; desired target is 95%. * Diversity Edge – % of respondents who feel that by completing the Diversity Edge they gained a greater appreciation for cultural differences. Minimum target is 85%; desired target is 95%. * % of respondents who feel that by completing the Leadership Edge they improved their leadership skills (patience, listening, assertiveness, etc.). Minimum target is 85%; desired target is 95%. * % of respondents who feel that by completing the Real World Edge they gained an appreciation for the challenges of “real world” situations (resources, personalities, etc.). Minimum target is 85%; desired target is 95%.   **Student Leader Fellowship Program** – the **Pre- and Post-Individual Profile** will be used to collect data. Key statistics that will be used to collect data are the degree of change recorded in Student Fellows’ responses to the following three statements:   * I know how to vary leadership approaches depending on the situation and the group. * I have a sense that my contributions to society are important. * I have a commitment to volunteering in this or another community.   Choen’s d effect sizes (a measure of the strength of the relationship between two variables in a statistical population, or a sample-based estimate of that quantity) are considered to indicate a large programmatic or treatment effect if 0.8 or greater. Our desired target is 0.8 or greater.  **Health Promotion Classroom Presentations** – the **Pre-Post Classroom Presentation Surveys** will be used to collect data. The key statistics that will measure success on a 5-point scale are:   * % change from “knowledge before” to “knowledge after” for classroom presentations on alcohol. Minimum target is 10%; desired target is 20%. * % change from “awareness of helping resources before” to “awareness of helping resources after” for classroom presentations on alcohol. Minimum target is 20%; desired target is 25%. * % change from “knowledge before” to “knowledge after” for classroom presentations on sexual assault. Minimum target is 15%; desired target is 25%. * % change from “awareness of helping resources before” to “awareness of helping resources after” for classroom presentations on sexual assault. Minimum target is 25%; desired target is 30%. * % change from “knowledge before” to knowledge after” for Alcohol/Marijuana Intervention Classes. Minimum target is 20%; desired target is 25%. * % change from “awareness of helping resources before” to “awareness o f helping resources after” for Alcohol/Marijuana Intervention Classes. Minimum target is 35%; desired target is 40%.   NSSE 2013 Results in key areas relevant to the Center for Student Enrichment will be compared to NMU baseline results from 2007 and 2010 and with Midwest Carnegie with the goal of maintaining or slightly increasing the SR results.  **Relevant NSSE Mean Comparisons (2007 & 2010)**   * Participated in a community-based project (e.g. service learning) as part of a regular course  |  |  |  |  | | --- | --- | --- | --- | |  | 2007  NMU | 2010  NMU | 2010  Midwest Carnegie | | FY | 1.44 | 1.46 | 1.50 | | SR | 1.79 | 1.93 | 1.70 |  * Community service or volunteer work  |  |  |  |  | | --- | --- | --- | --- | |  | 2007  NMU | 2010  NMU | 2010  Midwest Carnegie | | FY | .33 | .43 | .34 | | SR | .61 | .64 | .58 |  * Contributing to the welfare of your community  |  |  |  |  | | --- | --- | --- | --- | |  | 2007  NMU | 2010  NMU | 2010  Midwest Carnegie | | FY | 2.37 | 2.47 | 2.31 | | SR | 2.41 | 2.64 | 2.39 |  * Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.).  |  |  |  |  | | --- | --- | --- | --- | |  | 2007  NMU | 2010  NMU | 2010  Midwest Carnegie | | FY | 2.36 | 2.36 | 2.13 | | SR | 2.15 | 2.33 | 2.04 |  * Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)  |  |  |  |  | | --- | --- | --- | --- | |  | 2007  NMU | 2010  NMU | 2010  Midwest Carnegie | | FY | 2.89 | 3.07 | 2.74 | | SR | 2.77 | 2.85 | 2.55 | |
| **Assessment Report** |  |  |
| **Summary of Data Collected** *(Provide trend data and summary)* |  | **Describe how results were used to improve services**  (Offers conclusions or interpretation and explains how data was used to make changes for improvement as related to the objective) |
| (Fill in only for the REPORT at the end of the year.) |  | (Fill in only for the REPORT at the end of the year.) |
| **Improvement Plan** |  |  |
| **Administrative Objective #2** *(State a 1-2 year objective intended to improve a unit process, service, or output.)* |  | **Action Plan/Evidence of Assessment for Objective** |

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| *Objective:*  The *Skill Builder!* leadership workshop series was developed in 1991 as a means for Student Leader Fellowship Program participants to fulfill program requirements. This series of workshops was quickly opened and promoted to the general student body.  The evolution of this 50-60 annual workshop series will be continued in 2012-2013 by developing a plan to **more closely align some Skill Builder! offerings with the articulated skills, abilities, and knowledge deemed to be important for graduates in specific academic departments and beneficial for the success of student organizations.**  *Rationale (Why you are setting this objective; make with “X”):*  X Effectiveness/quality action X Efficiency/cost action  🞎Compliance issue 🞎 Satisfaction measure 🞎 Create baseline  🞎 Other (explain):  *Alignment (Refer to last pages)*  *1. Which AQIP category does this address?* 1 and 3  *2. Does this objective relate to a Road Map goal? If yes, type the related Road Map codes here: CE-2* |  | *Describe timetable plans to achieve objective*.  a. During the 2012-2013 academic year, interviews will be conducted with key faculty in at least four academic departments to ascertain which leadership-related *Skill Builder!* workshops would be beneficial to their students.  b. Feedback will be solicited from students attending current student organization development-related *Skill Builders!* to ascertain additional *Skill Builders!* topics that would be beneficial for student organization members.  c. We will determine which *Skill Builders!* meet the needs of academic departments and/or student organizations and make a concerted effort to recruit qualified presenters for the 2013 fall semester series.  d. Develop specific promotional plans for *Skill Builder!* workshops targeted for the 2013 fall semester to academic departments/student organizations.  *Beyond completing the above steps, how will you judge whether the objective was a success? Examples: If the rationale was Efficiency/cost, what is the desired and/or minimum target criteria for savings in time or cost? If the rationale was Satisfaction, what is the measure and what increase is desired*?  We will have at least three *Skill Builder!* offerings related to student organization needs and three *Skill Builder!* offerings that are a result of the interviews with academic departments. |
| **Assessment Report** |  |  |
| **Summary of Data Collected #2** (*Summarize the evidence)* |  | **Description of how results were used to improve services** |
| (Fill in only for the REPORT at the end of the year.) |  | (Fill in only for the REPORT at the end of the year.) |
| **Improvement Plan** |  |  |
| **Administrative Objective #3** *(State a 1-2 year objective intended to improve a unit process, service, or output.)* |  | **Action Plan/Evidence of Assessment for Objective** |
| *Objective:*  **Make a more consistent, concerted effort to share relevant Center for Student Enrichment data, achievements, and programs with the campus and external audiences.**    *Rationale (Why you are setting this objective; make with “X”):*  X Effectiveness/quality action 🞎 Efficiency/cost action  🞎Compliance issue 🞎 Satisfaction measure 🞎 Create baseline  🞎 Other (explain):  *Alignment (Refer to last pages)*  *1. Which AQIP category does this address?* 2, 3  *2. Does this objective relate to a Road Map goal? If yes, type the related Road Map codes here:*  CE 2, 3 |  | *Describe timetable plans to achieve objective*.  a. Discuss CSE website updates at weekly staff meetings and implement them.  b. Evaluate website traffic reports to determine which audiences and to what extent each audience is viewing CSE information.  c. Work regularly with Communications & Marketing staff to highlight program achievements and awards.  *Beyond completing the above steps, how will you judge whether the objective was a success? Examples: If the rationale was Efficiency/cost, what is the desired and/or minimum target criteria for savings in time or cost? If the rationale was Satisfaction, what is the measure and what increase is desired*?  Feedback from Communications & Marketing staff on the quality/proficiency of our web page and on the quality/frequency of our communication with them on program achievements and awards. |
| **Assessment Report** |  |  |
| **Summary of Data Collected #3 (**Summarize the evidence) |  | **Description of how results were used to improve services** |
| (Fill in only for the REPORT at the end of the year.) |  | (Fill in only for the REPORT at the end of the year.) |

**AQIP Functions within the University:**

Some unit objectives address specific operational issues directly related to AQIP reporting. Listed below are AQIP categories. Use these category numbers to describe the context of each objective, i.e. which category does that objective address?

(A full description of the Portfolio’s categories and its detailed topics are available at [www.nmu.edu/aqip](http://www.nmu.edu/aqip) under the Current Document).

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| ***AQIP Categories*** | |
| Category 1 | Helping Students Learn documents the curricular and co-curricular processes and student learning support. |
| Category 2 | Accomplishing Other Distinctive Objectives documents the key non-curricular functions by which NMU serves the region, e.g. community engagement initiatives of students and employees, and department outreach. |
| Category 3 | Understanding Students’ and Other Stakeholders’ Needs documents how NMU builds relationships with students, alumni and employers and identifies, targets and meets their needs. |
| Category 4 | Valuing People documents NMU personnel recruitment, training, satisfaction, services and programs. |
| Category 5 | Leading and Communicating documents processes that guide NMU in setting directions, making decisions, seeking future opportunities, and communicating decisions and actions. |
| Category 6 | Supporting Institutional Operations documents student and administrative support services, safety, and facilities. |
| Category 7 | Measuring Effectiveness documents IT systems and institutional research NMU employs to collect, analyze, and distribute, and how departments use them to manage improvement, e.g. use of charts, “cubes,” dashboards. |
| Category 8 | Planning Continuous Improvement documents NMU’s strategic and administrative planning processes. |
| Category 9 | Building Collaborative Relationships documents how NMU works with external organizations from which we receive students (school systems) or goods and services (vendors and utilities), send our graduates (schools and employers), and support or regulate our programs (agencies). |

(A full description of the Portfolio’s categories and its detailed topics are available at [www.nmu.edu/aqip](http://www.nmu.edu/aqip) under the Current Document tab.)

**Road Map Codes to Tie to Unit Objectives**

Some unit objectives are strategic initiatives that align with goals in the University strategic plan – Road Map to 2015. Listed below are Road Map categories and goals, preceded with a code. Use these codes when describing Objectives #2 and #3. (Note: Even if your objective is not an exactly itemized as a Road Map priority, still use the code if it applies to that goal.) The full Road Map is at [www.nmu.edu/roadmap2015](http://www.nmu.edu/roadmap2015).

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| ***Road Map to 2015 Goals*** | |
| ***Code*** | ***Innovation Goals*** |
| **I-1** | Balance successful programs with new offerings |
| **I-2** | Professional development program that rewards innovation and collaboration |
| **I-3** | A growing portfolio of corporate collaborations that exploit NMU’s technical expertise, enhance academic programs and facilitate global engagement for students and faculty both on campus and abroad |
| **I-4** | Develop the financial resources to support innovation and student success |
|  | ***Meaningful Lives Goals*** |
| **ML-1** | A Liberal Studies Program that provides students with the abilities and knowledge necessary for lifelong learning and effective citizenship in a challenging and rapidly changing world |
| **ML-2** | Develop a new academic advising system that integrates the advising assets of academic departments and student services to contribute to a new, effective retention management network—similar to our enrollment management network |
| **ML-3** | Integrate the highest possible level of information technology skills and competencies throughout the university |
|  | ***Campus Attributes Goals*** |
| **CA-1** | Utilize the Campus Master Plan and related initiatives to continue to build and develop a greener and more learner-centered campus |
| **CA-2** | Enhance processes throughout campus operations to guide the use of resources and inform resource allocation |
| **CA-3** | Enhance the portfolio of academic programs, research and other activities that leverage the university’s location |
| **CA-4** | Be a model community for sustainable education and practices |
|  | ***Community Engagement Goals*** |
| **CE-1** | Include all units of the campus in the process of community engagement for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. |
| **CE-2** | Increase faculty, staff and student involvement in the Superior Edge program, academic service learning and other community engagement and leadership development initiatives. |
| **CE-3** | Put into action a commitment to be an inclusive community where differences are recognized as assets of the institution, respected attributes of the person and a valuable part of the university experience |
| **CE-4** | Increase collaboration with local communities, schools, governments, development groups and other partners to enhance community and economic development in the Upper Peninsula. |