

**RHODE ISLAND COLLEGE
DIVISION OF STUDENT AFFAIRS**

**Assessment Initiatives
Common Reporting Format**

Assessment Outcome	Performance Criteria	Assessment Method	Assessment Cycle/Responsibility	Expected Level of Achievement	Actual Level of Achievement	Analysis & Interpretation	Recommendations Specific Actions
<p>1. Students will demonstrate general skills required of a productive member of society.</p>	<p>Career Development Center--Students will develop effective job search skills.</p>	<p>Staff review of job search documents (e.g., resume & cover letter)</p>	<p>On-going/Career Development Center</p>	<p>After attending relevant workshops, attendees are able to develop first draft accurately using action verbs to describe their experiences for resumes, or identifies skills sought in career field for cover letter. After working 1-on-1 with CDC counselor, 2nd draft of resume accurately uses skills-based action words specific to their career field to describe their experiences; 2nd draft of cover letter links skills/experiences with employer's needs.</p>	<p>After attending workshop, ~45% of attendees were able to develop a first draft accurately using action verbs to describe their experiences/~20% for cover letters. After working 1-on-1 with a counselor, ~60% accurately develop 2nd draft of resume/~30% for cover letter.</p>	<p>Job search documents do not meet CDC expectations possibly because 1) students do not attend appropriate follow-up sessions with counselors; 2) students lack necessary writing skills to produce quality documents; or 3) the workshops offered may not be an especially effective way to provide students with skills to develop 1st draft CL's.</p>	<p>Expand ways in which students have access to CDC staff (e.g., pre-scheduled appts, drop-ins, workshops, job search boot camp) .</p> <p>Work with faculty to help more formally refer students to CDC for follow-up sessions (including going back to meet with the RT students for individual resume critiques ~2-3 weeks after in-class workshop).</p> <p>Generally, resume/CL workshops are combined with majority of focus on resume. Explore possibility of offering separately.</p>
	<p>Career Development Center--Students will develop effective job search skills.</p>	<p>Feedback from employer representatives conducting mock interviews</p>	<p>On-going/Career Development Center</p>	<p>75% of students will be able to describe experiences in which they demonstrated a minimum of two skills listed in the position</p>	<p>Students' ability to describe experiences in which they demonstrated a minimum of two skills listed in the position description was below 75%.</p>	<p>In previous years the CDC offered multiple workshops on interviewing skills prior to mock interviews; however, these</p>	<p>Develop new models to better prepare students for mock interviews with employers.</p>

				description.		workshops have mostly been eliminated due to low turn-out and may contribute to the actual levels of achievement.	
	Career Development Center --Students will develop effective job search skills.	Feedback from employer representatives attending CDC sponsored job & internship fairs	On-going/Career Development Center	Employer reps rating of attendees will be: <ul style="list-style-type: none"> • 75% dressed in appropriate professional attire for job fair • 75% will have professional quality resumes • 75% will be able to ask questions re: position/org that reflect advanced preparation. 	Actual employer ratings: <ul style="list-style-type: none"> • 50% of attendees were in appropriate professional attire for job fair • 50% had professional quality resumes • 25% were able to ask questions re: position/org that reflected advanced preparation 	Students are not meeting professional presentation expectations. Data on gender differences and employment field was not collected, so there may be differences among these two dimensions.	Offer more one-on-one opps prior to job fair for students to have resumes reviewed, discuss their job fair strategy and how to prepare in advance. Explore ways to better deliver information re: appropriate attire. Possibilities: Pinterest, links to related websites. Prof attire fashion show).
	Counseling Center — Students receiving services will demonstrate improved psychological health at the end of a treatment cycle over their initial assessment at intake.	Pre-treatment/Post-treatment counseling assessment using Global Assessment of Functioning (GAF) scale	On-going/Counseling Center	60% of clients will be rated as improved on the GAF scores.	In 2012-2013, 65% of clients were rated as improved on GAF.	Most clients indicate improvement on some dimensions of psychological health by the end of their treatment cycle.	Explore alternative measures of psychological health for those students whose GAF scores do not improve
	Dining Services -- Student workers develop appropriate skills related to personal and professional growth in the workplace.	Supervisor & Management observation in using employee handbook standards.	On-going/Dining Services	All student employees are expected to perform at their highest level.	Student workers attain a high level of efficiency to satisfy customer needs.	Student Employees of the Dining Center gain valuable skills that can be applied in future work/career-related environments.	Dining Services will continue its commitment to customer satisfaction through proper training of all Student Staff.

	<p>Disability Services— Students registered with Disability Services will report improvement in their ability to self-advocate, communicate, and be more self-determined and self-aware.</p>	Departmental survey to registered students	Biennial/Disability Services	At least 90% of responding students will report improving in these areas.	Spring 2012—71% to 95% of students noted improvement in these areas.	Spring 2012--While many students registered with Disability Services report increased ability to self-advocate, communicate, and be more self-determined and self-aware, additional work is needed to reach goals in this area.	During the 2013-2014 academic year, the Disability Services Center staff will develop student support services and programs to further assist students to self-advocate, communicate, and be more self-determined and self-aware.
	<p>Health Promotion-- Freshmen make healthy choices with respect to alcohol consumption, driving under the influence of alcohol, safe sex, drug use, etc.</p>	Alcohol Edu	Annual/Health Promotion and Office of Student Life	Students will report engaging in unhealthy choices with respect to alcohol at comparable levels, or lower, to peer institutions.	Fall 2012 results: --“High Risk” drinkers: RIC 12%, National 19% --“Chugging” alcohol: RIC 20%, National 21% --Shots: RIC 40%, National 47% --Drove after 4/5 drinks: RIC 9%, National 8% --Rode with impaired driver: RIC 15%, National 11% --Taken advantage of sexually: RIC 9%, National 8%	A higher percentage of RIC students indicate they are non-drinkers than national averages. Also, in general, RIC students report engaging in high risk drinking and high risk behaviors below national averages. However, those students who drink report engaging in risky behavior regarding motor vehicles at higher levels than national averages. These results have been consistent over the last 3-4 years.	Continue to “require” first-year students to complete Alcohol Edu. Offer additional alcohol education programming specifically related to drinking and driving throughout the academic year.
	<p>Health Services— Students utilizing Health Services will report health care received had “some” or a “great” effect on their academic success.</p>	Health Services client survey (2012)	On-going/Health Services	At least 90% or responding students will indicate that the services received had “some” or a “great” effect on their academic success.	93% of voluntary satisfaction survey participants stated that their visit to Health Services had either a “great effect” or “some effect” on their academic success.	Survey was only available second semester and sample size was limited but most students seem very satisfied with care they received.	Expand client survey in 2014 to include larger sample of students and encourage students to prioritize the services they wish to have available.

	<p>Residential Life & Housing—Resident students develop skills relative to personal growth and development.</p>	<p>Quality of Life survey</p>	<p>Biennial/Residential Life</p>	<p>At least 75% of respondents will indicate that residential experience contributes to their personal growth and development</p>	<p>Spring 2011 results: --87% res life contributes to making positive choices --83% res life contributes to healthy lifestyle --86% res life contributes to leadership skills --94% res life contributes to taking responsibility for own actions</p>	<p>RA interaction with residents contributes to residents' growth and development.</p>	<p>Continue programming initiatives and re-assess in Fall 2013</p>
	<p>Student Union--Student workers develop appropriate skills related to personal and professional growth in the workplace.</p>	<p>Educational Benchmarking, Inc. "Student Employee Assessment Survey"</p>	<p>Spring 2012/Student Union, Residential Life and Campus Store</p>	<p>Student workers scores on survey instrument will be comparable (within .25) to peer institutions. EBI rating = (1) Not at all, (4) Moderately, (7) Extremely</p>	<p>Overall Learning: RIC = 5.87, Select 6 Peer Institutions = 5.62 Learning Factor: Diverse Interactions: RIC = 5.84, Select 6 Peer Institutions = 5.71 Learning Factor: Empathy: RIC = 5.65, Select 6 Peer Institutions = 5.56 Learning Factor: Co-workers are Respectful: RIC = 5.61, Select 6 Peer Institutions= 5.49 Learning Factor: Personal Competence – 2nd Predictor: RIC = 5.59, Select 6 Peer Institutions = 5.51 Learning Factor: Self-Knowledge and Skills: RIC = 5.50, Select 6 Peer Institutions = 5.52</p>	<p>The 105 RI College student employees who participated in survey scored statistically higher mean in the Learning Factors of Overall Learning, Diverse Interactions, Empathy and Co-workers are Respectful, than the Select 6 Peer Institutions. Although scoring lower for the Learning Factors of Personal Competence and Self Knowledge and Skills, the percentage was not considered statistically significant. In addition, all individual questions for the 5 Learning Factors assessed, RIC's were within .25 of the survey goal (5.5).</p>	<p>Adapt survey questions to in-house assessment tool that outlines performance criteria to reflect "At least 75% of the respondents will indicate that the SU Student Employment experience contributes to their growth and development and will meet or exceed previous year's benchmark".</p>

	Unity Center --Student workers develop appropriate skills related to personal and professional growth in the workplace.	Student worker evaluations by supervisor	Biennial (per semester) evaluations/Unity Center Director	Student worker performance will be judged satisfactorily on appropriate dimensions	Student worker knowledge of Unity Center mission, scheduled initiatives	Student workers lacked appropriate knowledge of Unity Center mission, goals and current activities; lacked workplace initiative; low productivity.	Improve the dissemination of information to students regarding Unity Center activities, including additional training sessions for all new hires.
2. Students will engage in experiential learning opportunities, internships and service learning.	Career Development Center --Students will participate in a range of experiences that support their exploration of career fields and/or skills development.	Number of students who attend Shadowing program traditionally held during Spring break.	Spring semester – when reviewing previous academic year in preparation for planning for upcoming academic year.	100 unique students will participate in site visits coordinated by CDC to different area employers	For 2012-2013 academic year, 45 students attended 15 different site visits. These represented 40 unique students as several visited multiple sites. NOTE: site limits were met.	Visits to multiple sites suggests that 1) students are exploring a range of interests or 2) many of the sites represent the similar if not the same career fields. This provides students to learn about their field and how work expectations may vary across organizations. Given that site limits were met, we need to grow the program if we are to grow participation in it.	To increase the number of unique participants: <ul style="list-style-type: none"> • Develop more sites • Develop sites that reflect a wider range of career interests • Extend program throughout academic year – don't limit to spring break
	Residential Life and Housing —Resident students will engage in experiential learning through employment as Resident Assistants.	Resident Assistant performance evaluations	Biennial/Residential Life and Housing	Resident Assistant's performance will be satisfactory.	Spring 2013 results: Many RAs meet employment expectations, but some do not.	Training and supervision of Resident Assistants is generally effective; success depends on maturity, supervision and training.	Continue rigorous selection process for RAs and regular supervision.

<p>3. Students will demonstrate understanding of different cultures and perspectives.</p>	<p>Residential Life and Housing—Resident Assistants will demonstrate understanding of different cultures and perspectives</p>	<p>RA evaluations by residents</p>	<p>Semi-annual/ Residential Life and Housing</p>	<p>At least 80% of residents will provide positive feedback the diversity of educational opportunities provided.</p>	<p>Spring 2011 results: -Celebration of diversity 92% -Accept of difference 93% -Response to bias incident 92% -ability to express freely 89%</p>	<p>Spring 2011: Resident students report culture in the residence halls is very understanding of different backgrounds and response to cultural bias is very good.</p>	<p>Continue required completion of the Diversity education and training for Resident Assistants.</p>
	<p>Residential Life and Housing—Resident students will report residence hall culture is understanding of different perspectives and free of cultural bias.</p>	<p>Quality of Life survey</p>	<p>Biennial/Residential Life and Housing</p>	<p>At least 75% of survey respondents will report satisfactory experiences in halls with diversity areas.</p>	<p>Spring 2011 results: -Celebration of diversity 92% -Accept of difference 93% -Response to bias incident 92% -ability to express freely 89%</p>	<p>Spring 2011: Resident students report culture in the residence halls is very understanding of different backgrounds and response to cultural bias is very good.</p>	<p>Continue diversity related programming and re-assess.</p>
	<p>Unity Center—Students understand persons from different cultures and appreciate alternative perspectives.</p>	<p>National Survey of Student Engagement</p>	<p>Biennial/Institutional Research</p>	<p>Student scores on NSSE diversity items will meet or exceed scores from peer institutions.</p>	<p>Sp 2011 results (frosh/senior): --academic exp to understand people of diff race/ethn: RIC 2.66/2.76, Peers 2.60/2.60 --conversations with diff race: RIC 2.55/2.76, Peers 2.55/2.61 --conversation with diff religion/politics: RIC 2.59/2.61, Peers 2.62/2.64 --RIC encourages contact with diff people: RIC 2.55/2.53, Peers 2.64/2.45</p>	<p>Spring 2011-- Scores on selected items were either not significantly different than peer institution scores, or significantly higher.</p>	<p>Enhance divisional programming initiatives such as Diversity Week, African American History Month, etc.</p>
	<p>Unity Center— Students, faculty and staff contribute to a welcoming, safe and supportive community for LGBT individuals.</p>	<p>Campus Pride LGBT Campus Climate Index</p>	<p>Fall 2013/Unity Center</p>	<p>Campus Climate Index Scores on each index will be a minimum of 3 stars (out of 5).</p>	<p>Fall 2013 results (out of 5): -Overall rating: 4 -Sex Orientation: 4 -Gender Identity: 3.5 -LGBT Policy: 3.5 -LGBT Inst. Support: 2 -LGBT Academic: 4.5 -LGBT Student life: 5 -LGBT Housing: 5 -LGBT Camp safety: 3.5 -LGBT Counsl/Health: 4</p>	<p>Fall 2013: Overall, the RIC experience for LGBT students is positive, safe and healthy. More can be done at the senior administrators to improve institutional commitment, sensitivity and response to LGBT concerns.</p>	<p>Spring 2014: Results will be shared with various departments both inside and outside of Student Affairs to maintain those activities contributing to a positive campus climate student retention & satisfaction and to improve areas below 3 stars.</p>

					-LGBT recruit/reten: 3.5 stars		
	Unity Center —Students will report awareness and sensitivity of issues and concerns relative to the LGBTQ community.	Campus-based LGBTQ student survey (more than 1300 responses)	Spring 2012/Unity Center	Majority of students will indicate awareness of most policies and services relative to LGBTQ community.	68% consider themselves supportive of LGBT concerns 74% aware of gender studies 42% aware of student org. Minority of students aware of LGBT relevant services (safe zones, GNRs, HIV/STI testing as indicated by “not sure”)	Training is needed on appropriate terminology, Expansion of Gender Studies & inclusive curricula Dedicated LGBT office or coordinator.	2013 Orientation diversity sessions intentional delivery of LGBT relevant vocabulary & information on safe zones, HOPE, respect etc.
4. Students will engage in activities with members of the community and diverse populations.	Career Development Center --Students will attend CDC sponsored programming designed to support academic and career decision-making and development of skills/strategies to achieve their aspirations.	Exit survey conducted at Grad Fest and program attendance data	Annual/Career Development Center	5% increase in number of students who indicate they have used CDC services in some capacity over preceding year.	5% increase realized.	Utilization met, however, the survey is not set up to count numbers of times students have used services (e.g., one service but 4-5 times vs. 3 services one time each) but rather just to indicate which services they may have used.	The section of the survey that indicates CDC usage needs to be better aligned to capture data we ideally want to collect – will redesign for class of 2013.
	Residential Life and Housing —Resident students will participate in residence hall activities with other members of the residential community.	Quality of Life Survey	Biennial/Residential Life and Housing	Event planner evaluations will indicate at least 75% satisfaction.	Spring 2011 results indicate over 85% satisfaction level by students attending programs.	Interest in gender-neutral housing is high.	Offer gender-neutral housing for the Fall of 2013.
	Student Activities —Students attend on- and off-campus programs promoted by the college.	Student Activities Program Attendance Data	Ongoing/Student Activities	Student Activities programs participation will meet or exceed previous year's benchmark.	Student Activities FY12 Student Activities combined program attendance 2,113 FY11 Student Activities combined program attendance 1,802	Student Activities Participation increased by 17.2%	<ul style="list-style-type: none"> Hire Program Coordinator to administer and promote student organization opportunities, solidify Greek Life program

							<ul style="list-style-type: none"> • Create tool to measure student organization & Greek Life w/volunteerism • Include leadership and Greek programs to program attendance data
	<p>Student Activities— Students attend on- and off-campus programs promoted by the college.</p>	<p>National Survey of Student Engagement (Appendix D – 9d) – “Participating in co-curricular activities”) and Student Census Survey (Appendix A: Item Frequency Distribution #43d – “How often you participate in events sponsored by Student Activities”?)</p>	<p>Biennial/Institutional Research</p>	<p>Participation in co-curricular activities will meet or exceed previous survey’s benchmark</p>	<p>FY11 Appendix D 9d = 33% respondents indicate 1+ hours/week participating in co-curricular activities FY09 Appendix D 9d = 30% respondents indicate 1+ hours/week participating in co-curricular activities. FY12: 28% of respondents reported at least some hours of participation in Student Activities sponsored events FY10: Not in Survey</p>	<p>Responses on selected NSSE items indicate student engagement in co-curricular activities increased 3% compared to previous year.</p>	<ul style="list-style-type: none"> • Poll students on preferred advertising method • Use FY12 data as benchmark for FY14 comparative
	<p>Unity Center—Students will engage in a broad array of “cultural” programs on and off campus.</p>	<p>National Survey of Student Engagement</p>	<p>Biennial/ Institutional Research</p>	<p>Continued improvement since 2005 overall.</p>	<p>Students had positive percent changes from 2005 – 2011 in contact with students from different backgrounds; coping with non-academic responsibilities Addition of Global Lens international film series, increased faculty participation in Diversity Week.</p>	<p>Commuter culture & non-academic student responsibilities continue to be a factor in lower mean satisfaction scores between RIC and peer institutions.</p>	<p>Continued promotion and enhancement of co-curricular programs that showcase cultural diversity.</p>

<p>5. Students will express high levels of satisfaction with student services.</p>	<p>Career Development Center--Students participating in CDC sponsored events/services will report being “satisfied” or “very satisfied” with their experiences/interactions</p>	<p>Career Development Center satisfaction survey</p>	<p>Fall & Spring semesters/Career Development Center</p>	<p>90 % of all users will report being satisfied/very satisfied with their interactions with career services</p>	<p>Continued to use evaluations at programs coordinated by CDC – 80% indicated satisfied/very satisfied.</p> <p>Did not use survey for individual sessions with counselors.</p>	<p>The CDC sponsored events are typically run in conjunction with faculty (e.g., invitations to speak in class) and formal assessment measures have not been well established. Also, individual counseling sessions need more immediate assessment measures before students leave RIC (graduation or otherwise).</p>	<p>Develop process for collecting feedback when events are coordinated by those other than CDC staff .</p> <p>Develop process for collecting feedback from individual users in proximity to their appointment.</p> <p>Review results with staff as whole and with individual staff members as appropriate twice semester.</p>
	<p>Career Development— Students will be generally satisfied with the Career Development Center.</p>	<p>RIC Student Census Survey</p>	<p>Biennial/Institutional Research</p>	<p>The mean satisfaction rating will be above a 3 on a 5 point scale (1-very dissatisfied, 2-dissatisfied, 3-neither, 4-satisfied, 5-very satisfied).</p>	<p>Spring 2012—actual rating was a 3.46 (Student Employment 3.36).</p>	<p>Spring 2012— Satisfaction level is acceptable. Examination of Student Employment area may be in order.</p>	<p>Continue offering high quality programs and services to students.</p>
	<p>Campus Store-- Students will be generally satisfied with Campus Store.</p>	<p>RIC Student Census Survey</p>	<p>Biennial/Institutional Research</p>	<p>The mean satisfaction rating will be above a 3 on a 5 point scale (1-very dissatisfied, 2-dissatisfied, 3-neither, 4-satisfied, 5-very satisfied).</p>	<p>Spring 2012—actual rating was a 3.70.</p>	<p>Spring 2012— Satisfaction level is acceptable and perhaps at an all-time high, well above the 2010 rating of 3.47.</p>	<p>Continue offering high quality customer service.</p>
	<p>Counseling Center— Students perceive counseling has improved their psychological health.</p>	<p>Counseling Center Assessment Form</p>	<p>On-going/Counseling Center</p>	<p>At least 70% of clients will rate themselves as having some improvement on their main concerns since counseling.</p>	<p>In 2012-13, 96% of clients indicated at least some improvement, and 81% indicated moderate or great improvement.</p>	<p>Most clients express strong feelings of satisfaction with counseling and many indicated that it improved their academic performance</p>	<p>Find more effective ways to increase response rate from clients.</p>

						and/or contributed to their staying in school.	
	Counseling Center-- Students will be generally satisfied with Counseling Center.	RIC Student Census Survey	Biennial/Institutional Research	The mean satisfaction rating will be above a 3 on a 5 point scale (1-very dissatisfied, 2-dissatisfied, 3-neither, 4-satisfied, 5-very satisfied).	Spring 2012—actual rating was a 3.5.	Spring 2012—Satisfaction level is acceptable and above 2010 rating of a 3.26.	Continue offering high quality counseling services and programs. Further improvement may not be possible without additional resources.
	Dining Services— Students who using the Dining Center will rate the experience as “good” or “excellent”.	Survey	Ongoing/Dining Services	At least 80% of students will rate their experience as “good” or “excellent.”.	Spring 2011—80% of respondents rated Dining Services as “good” or “excellent..	The Food Service Advisory Committee serves to communicate with students. Meetings have provided “good” feedback of recent food-related changes.	Continuous review of processes and adjust same to improve service and satisfaction.
	Dining Services-- Student organizations and departments who utilize Dining Services to support their programs and activities will report high levels of satisfaction.	Program evaluations/direct feedback	Ongoing/Dining Services	Dining Services received a good score when rated on food diversity and variety.	Student organizations report their satisfaction with catering and Dining Services.	Student organizations have been satisfied with Dining Services, and have provided positive feedback to Director/Managers which reflect their satisfaction.	Dining Services will continue to provide good service, and work with student group members to further encourage a positive relationship between Dining Services and each Student organization.
	Disability Services— Registered students utilizing accommodations and assistive technology through the Center are satisfied with these services.	Disability Services departmental survey	Biennial/Disability Services	At least 90% of students will report being “satisfied” or “very satisfied” with accommodations and with assistive technology.	Spring 2012—85% to 93% of students reported being “satisfied” or “very satisfied” with accommodations and with assistive technology.	Most students registered with Disability Services report satisfaction with the arrangement and utilization of accommodations and assistive technology.	Continue providing reasonable and appropriate accommodations that are responsive to the unique experience of each individual, as advised by the ADA. Expand assistive technology offerings (e.g. iPads, smartpens, laptops, and accessible online learning

							initiatives).
	Disability Services — Students will be generally satisfied with Disability Services.	RIC Student Census Survey	Biennial/Institutional Research	The mean satisfaction rating will be above a 3 on a 5 point scale (1-very dissatisfied, 2-dissatisfied, 3-neither, 4-satisfied, 5-very satisfied).	Spring 2012—actual rating was a 3.32	Spring 2012— Satisfaction level is acceptable.	Expand Center’s resources and assistive technology offerings to lead to higher satisfaction.
	Disability Services — Registered will report being “satisfied” or “very satisfied” with the Center in general and with the supports and services specified.	Disability Services departmental survey	Biennial/Disability Services	At least 90% of responding student report being “satisfied” or “very satisfied” with the Center and its services specified.	Spring 2012— Students report a range of 90% to 97% satisfaction with services and supports provided with an average satisfaction rate of 94%.	Vast majority of students are satisfied or very satisfied with the Center in general and with the supports and services specified. Reconfiguration of the Center within both Academic Affairs and Student Affairs allows for a more comprehensive office and a broader impact college wide.	Continue to expand support and resources to students. Continue focusing on curricular and co-curricular needs of students.
	Health Services — Students utilizing Health Services will report being “satisfied” or “very satisfied” with the staff.	Health Services client survey (2012-2013)	On-going/Health Services	At least 90% or responding students will indicate that they are “satisfied” or “very satisfied” with the staff.	During Spring 2013 semester, 91% of students who completed a client survey indicated that they were “satisfied” or “very satisfied” with Health Services. Comments added to the survey noted the need for additional provider appointments and more convenient hours.	Expanded hours were needed to accommodate requests for appointments.	Currently interviewing for additional part-time nurse practitioner position to add an additional 20 hours of provider time during the academic year. Appointment times have been extended an additional hour each day.
	Residential Life and Housing —Resident students will report high levels of satisfaction	Quality of Life survey	Biennial/Residential Life and Housing	Levels of dissatisfaction for any area will NOT exceed 25% for any item.	Most items in acceptable range. Areas that exceed 25% dissatisfaction include maintenance, housekeeping,	Areas under the direct control of Residential Life staff, (programs, community, etc.) score	Residence Hall feasibility student for new facilities being conducted. Maintain levels of

	with all areas of living in the residence halls: services, staff, facilities, programs, etc.				vending, wireless internet, vending/laundry, cost of housing and size of room.	high marks. Facilities and maintenance issues are well known. Some areas are hard to address without facilities renovation.	programs and high quality staff selection.
	Student Activities-- Students participating in off-campus trips offered by Student Activities will rate the experience as “excellent” or “good”.	Student Activities Trip Survey	Annual/Student Activities	At least 75% of Students participating in off-campus trips offered by Student Activities will rate the experience as “excellent” or “good”.	Student Activities Trip Survey – FY13, a total of 90.6% rated the trips as “excellent” or “good” (71.8% excellent and 18.8% good)	Satisfaction met 75% goal	Continue offering high quality services to customers.
	Student Union— “Customers” will report being “satisfied” or “very satisfied” with various functions offered within the Student Union.	Student Union Survey	Annual/Student Union	Student Union customers will report average 3.0 rating as “satisfied” or “very satisfied” with various functions offered within the Student Union.	Most items in acceptable range. Areas that did not exceed 3.0 average rating include SU Scheduling, Greek Life, Café Computers and Campus Phone.	Individual questions for the areas that received below 3.0 average, RIC were within .25 of the survey goal (3.0). This may be due to low viability/use of those services.	Adapt FY14 survey to separate services that are not commonly used so that N/A response is more reflective of satisfaction for those services.
	Student Union-- “Customers” will report being “neither”, “satisfied” or “very satisfied” with various functions offered within the Student Union.	Student Census Survey (Appendix A: Means Frequency Distribution 44v Student Union)	Biennial/Institutional Research	At least 75% of responding student report will report being “neither”, “satisfied” or “very satisfied” with the SU reservations services.	FY12 – 92% FY 10 – 89% FY08 – 89%	Satisfaction has consistently met 75% goal and increase in FY12.	Adapt FY14 survey to separate services that are not commonly used so that N/A response is more reflective of satisfaction for those services.
	Student Union— “Customers” will report being “satisfied” or “very satisfied” with SU reservation services.	Event Management System (EMS) satisfaction survey	On-going/Student Union Operations & Services	At least 75% of responding student report will report being “satisfied” or “very satisfied” with the SU reservations services.	FY13. 93% of respondents reported being “satisfied” or “very satisfied” with the SU reservations services.	Satisfaction met 75% goal	Continue offering high quality services to customers.

	<p>Unity Center—Students participating in events coordinated or supported by the Unity Center will rate the experience as “good” or “excellent”.</p>	<p>Event evaluation forms</p>	<p>On-going/Unity Center & collaborators</p>	<p>Satisfaction levels will meet or exceed previous year’s benchmark.</p>	<p>Evaluations of co-sponsored events with student organizations are positive.</p>	<p>While evaluations are good, attendance is poor making results unreliable.</p>	<p>Increase marketing and promotion of events. Establish more reliable evaluative methods.</p>
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Updated 1/21/2014