

Assessment Report 2012-2013

Office of the Dean of Students – Assessing Residence Education Training of Hall Directors, Graduate Hall Directors and Greek House Directors

Submitted By - Name and Title: Deborah A. Novak

Date: June 25, 2013

Department Website URL: <http://www.bgsu.edu/offices/sa/studenthandbook/>

Signature Program/Service Overview

Name the program/service being assessed. Describe program; include purpose and goals. Limit to one paragraph.

The Student Conduct Program has reviewed the effectiveness of training over the past four years and will continue with this assessment in order to complete a 5 year, longitudinal, review of the pre- and post-testing of staff in both Residence Life and Fraternity and Sorority Life in 2014. It is hoped that the administration of the pre- and post-test evaluations will continue to demonstrate an increase in knowledge of those participating in training. We also want to evaluate in "real time" the information and topics for training that might need additional discussion in preparation for the work that these professionals do on campus when working with students.

University Learning Outcome

List corresponding University Learning Outcome

1. Intellectual and Practical Skills
2. General and Specialized Knowledge

Student Affairs Learning Outcomes

See Division of Student Affairs website <http://www.bgsu.edu/offices/sa/vp/page68959.html>

Make sure to include the following when writing an SLO:

1.
 - A. Critical and Constructive Thinking
 - B. Engaging Others in Action
2.
 - A. General Knowledge
 - B. Specialized Knowledge

Project Sample/Participant Overview

Number of students in your sample

Residence Education Staff training for Graduate Hall Directors and Full-time Hall Directors took place on July 25, 2012. An email was sent to 26 people and 21 participated (12 Graduate Hall Directors and 9 Full-time Hall Directors). They were asked to answer 10 questions regarding aspects of Student Conduct we find important to the work that the staff does. Student conduct training took place over the course of 6.5 hours on July 25, 2012. At the end of that day, the staff members were given information to complete the post-test survey within 24 hours. Only 13 individuals completed the post survey. The post-post survey was completed at the end of the spring 2013 semester and only 10 individuals completed it.

Fraternity and Sorority Life training took place on August 7, 2012. An email was sent to 30 participants, 21 participated in the pre-training survey. These participants were asked to answer 11 questions in order to evaluate their current level of knowledge related to student conduct. This formed the basis of studying the effectiveness and learning that occurred as a result of training. Student conduct training took place over the course of 2.75 hours on August 7, 2012. At the end of that day, staff members were given information about completing the post-test survey within 24 hours. Only 17 individuals completed the post survey. The post-post survey was completed at the end of the spring 2013 semester and 23 individuals completed this survey.

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Residence Education and Fraternity and Sorority Life Pre-, Post- and Post-Post Training Assessment

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Data Collection Timeframe

The Residence Education Staff Data Collection Schedule is outlined below:

Hall Director and Graduate Hall Director Training Assessments

Pre-Training Evaluation 7/18/2012 12:00:00 AM – 7/27/2012 9:00:00 AM

Post-Training Evaluation 7/26/2012 12:00:00 AM – 8/24/2012 11:59:00 PM

Post-Post Training Evaluation 5/8/2013 12:00:00 AM – 5/10/2013 11:59:00 PM

Greek House Director Training Assessments

Pre-Training Evaluation 7/18/2012 12:00:00 AM – 7/27/2012 9:00:00 AM

Post-Training Evaluation 7/26/2012 12:00:00 AM – 8/24/2012 11:59:00 PM

Post-Post Training Evaluation 5/8/2013 12:00:00 AM – 5/10/2013 11:59:00 PM

Data Collection Methods

Qualitative survey; focus group, reflection paper, observation, etc.

All of these surveys were administered through the use of Campus Labs using quantitative questions.

Limitations

Limitations of your project

Upon review of these surveys, one of the biggest limitations is the fact that the not all staff members completed all three instruments (pre, post, and post-post). This creates a challenge in trying to verify consistency of the effectiveness of training for each of the individuals. It is still possible to see that the impact of training, even returning staff, as scores improve between the pre and post-tests. Interestingly scores deteriorate from the post to the post-post test. This demonstrates people remember information that they want to and that additional training and refreshers of this information are necessary mid-year and May.

Student Learning Outcome with Target Achievement Level

1. The Graduate Hall Directors and Full-time Hall Directors will be given a pre-test, post-test, and post-post test through Campus Labs during the 2012-2013 academic year in order to evaluate that there is an increase in the ability to recall key concepts related to student conduct administration from training.
2. The Fraternity and Sorority Life Greek House Directors will be given a pre-test, post-test, and post-post test through Campus Labs during the 2012-2013 academic year in order to evaluate that there is an increase in the ability to recall key concepts related to student conduct administration.

Summary of Results

What did your data reveal? What did you learn? Limit to one paragraph.

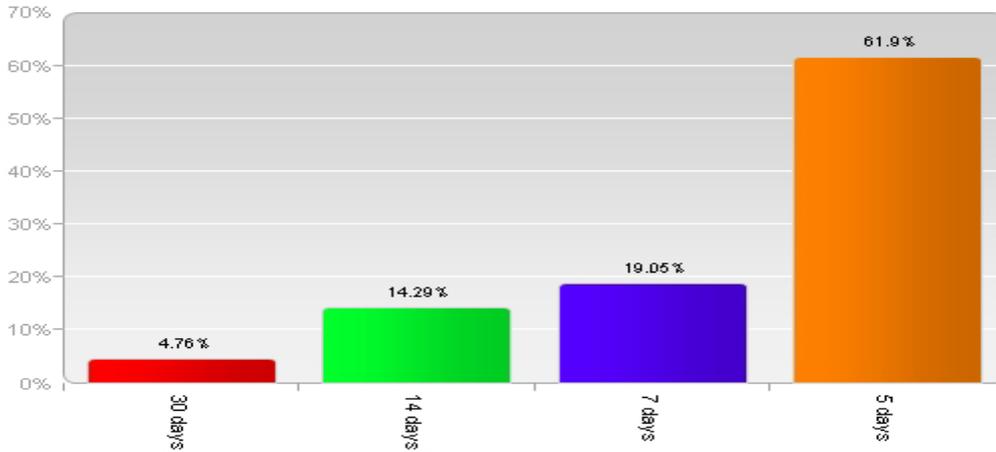
Overwhelmingly our assessment shows that there is considerable variability within the Residence Education Staff: Hall Directors and Graduate Hall Directors between the pre-test and post-test, resulting in a greater ability for those responding to answer the questions correctly between these testing intervals. However, it is inferred from our results and the length of time between the post-test and post-post tests that the respondents who got the answer incorrect in the pre-test revert back to the incorrect answer for the post-post test.

Our assessment also showed that there was an impact between the pre-test and post-test for the Fraternity and Sorority Life House Directors with only slight deterioration in post-test to post-post test results.

Key Results:

Pre-Training Evaluation (Residence Education: Hall Directors and Graduate Hall Directors)

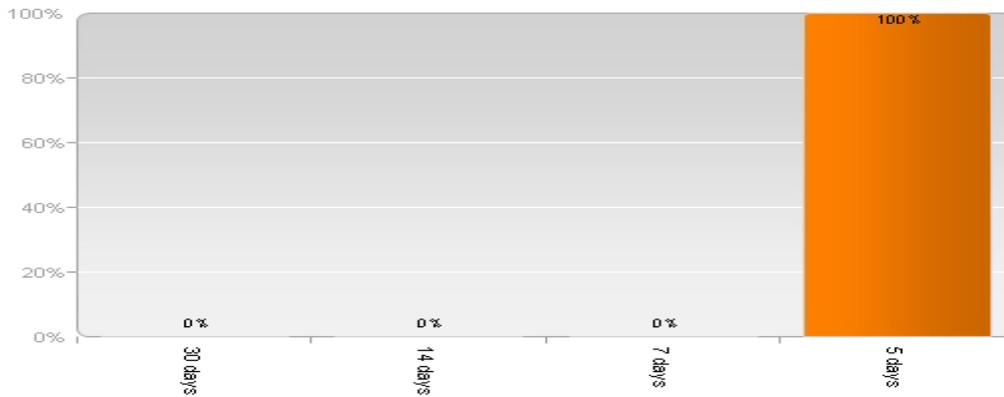
Q2. 80% of your conduct cases need to be heard within how many days?



Correct Answer – 5 days

Post-Training Evaluation (Residence Education: Hall Directors and Graduate Hall Directors)

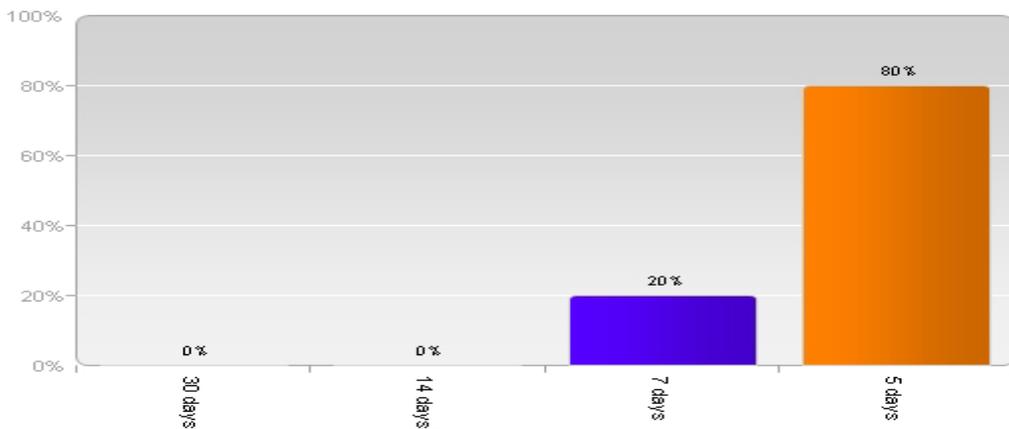
Q2. 80% of your conduct cases need to be heard within how many days?



Correct Answer – 5 days

Post-Post Training Evaluation (Residence Education: Hall Directors and Graduate Hall Directors)

Q2. 80% of your conduct cases need to be heard within how many days?

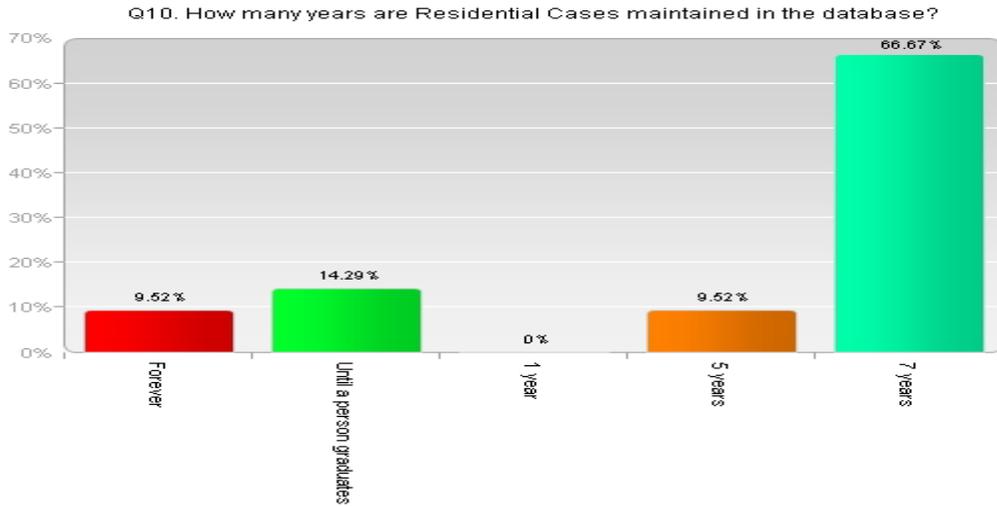


Correct Answer – 5 days

Finding - 100% correct answers on the post-training evaluation. However, we see the a deterioration of responses between pre-test and post-post test (Residence Education: Hall Directors and Graduate Hall Directors).

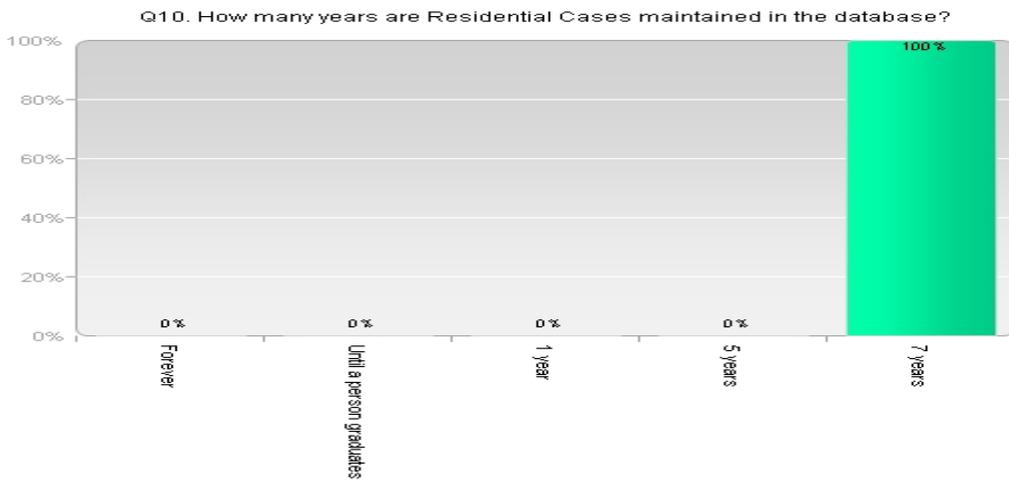
Key Results:

Pre-Training Evaluation (Residence Education: Hall Directors and Graduate Hall Directors)



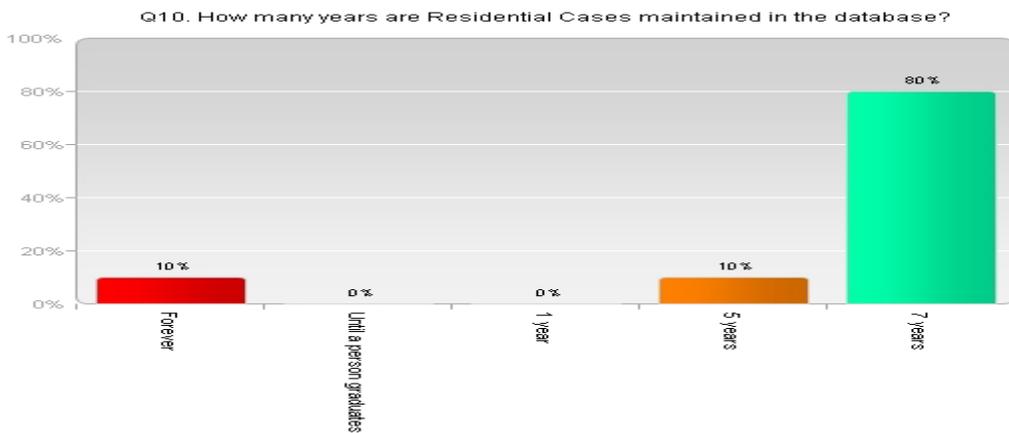
Correct Answer – 7 years

Post-Training Evaluation (Residence Education: Hall Directors and Graduate Hall Directors)



Correct Answer – 7 years

Post-Post Training Evaluation (Residence Education: Hall Directors and Graduate Hall Directors)

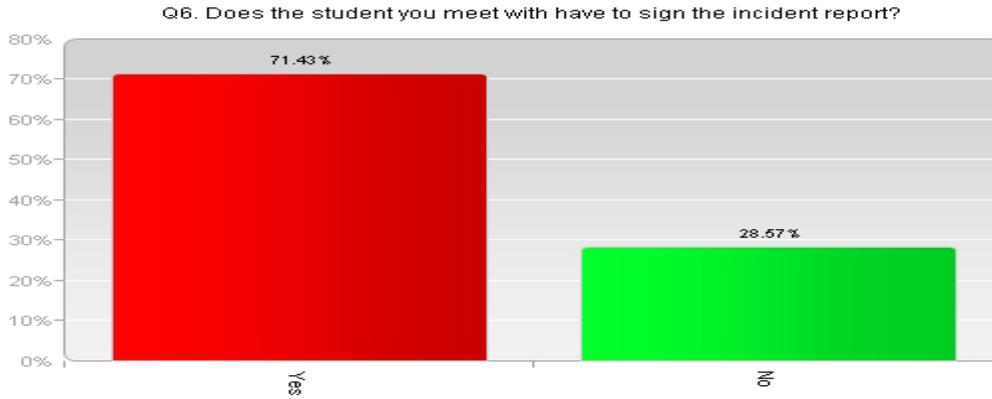


Correct Answer – 7 years

Finding: 100% correct answers on the post-training evaluation. However, we see again the remarkable mirroring of responses between pre-test and post-post test (Residence Education: Hall Directors and Graduate Hall Directors).

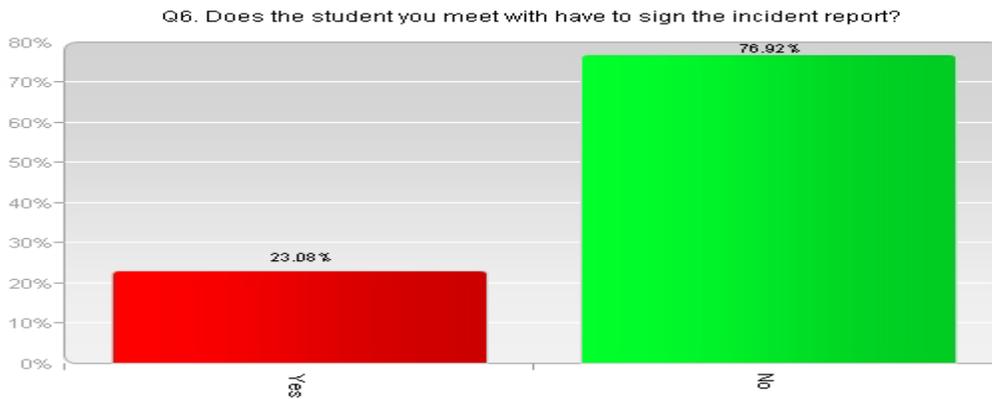
Key Results:

Pre-Training Evaluation (Residence Education: Hall Directors and Graduate Hall Directors)



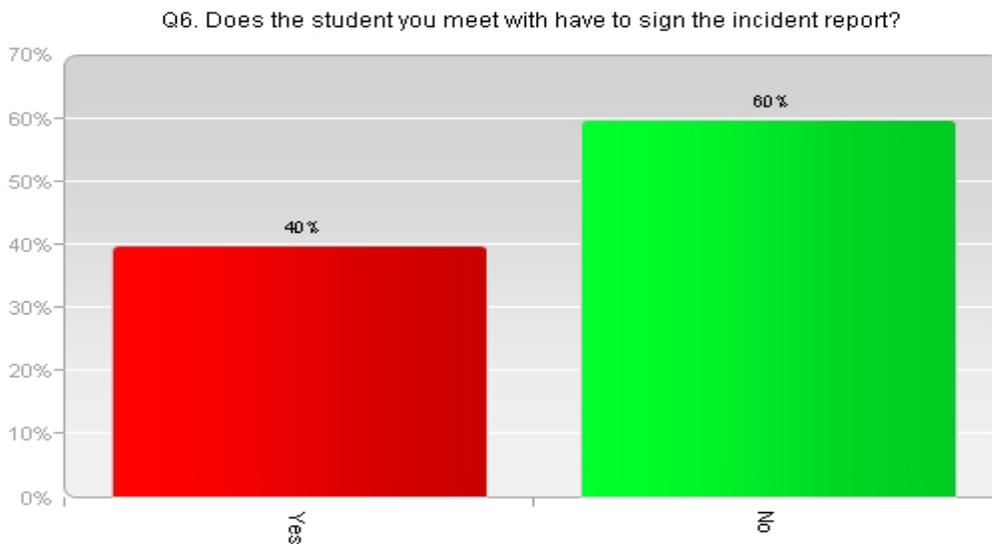
Correct Answer – No

Post-Training Evaluation (Residence Education: Hall Directors and Graduate Hall Directors)



Correct Answer – No

Post-Post Training Evaluation (Residence Education: Hall Directors and Graduate Hall Directors)



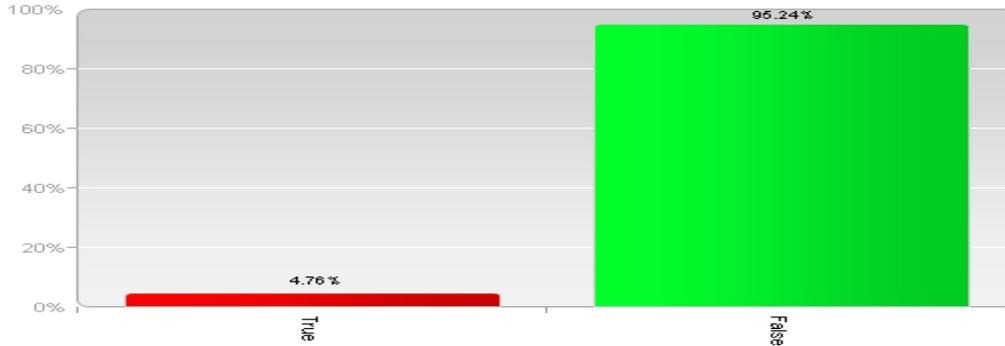
Correct Answer – No

Finding – We do not see 100% correct answers in the post-test. Nor do we see an identical mirroring between the pre-test and post-post test, however we do see the deterioration of knowledge (Residence Education: Hall Directors and Graduate Hall Directors).

Key Results:

Pre-Training Evaluation Fraternity & Sorority Life Staff (21 respondents)

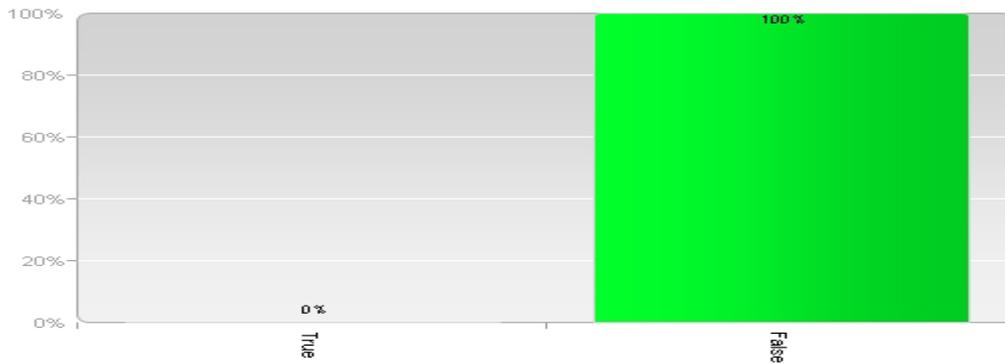
Q2. Whenever confronting a situation, always enter the room and close the door to reduce the likelihood of people leaving and increasing your safety.



Correct Answer – False

Post-Training Evaluation Fraternity & Sorority Life Staff (17 respondents)

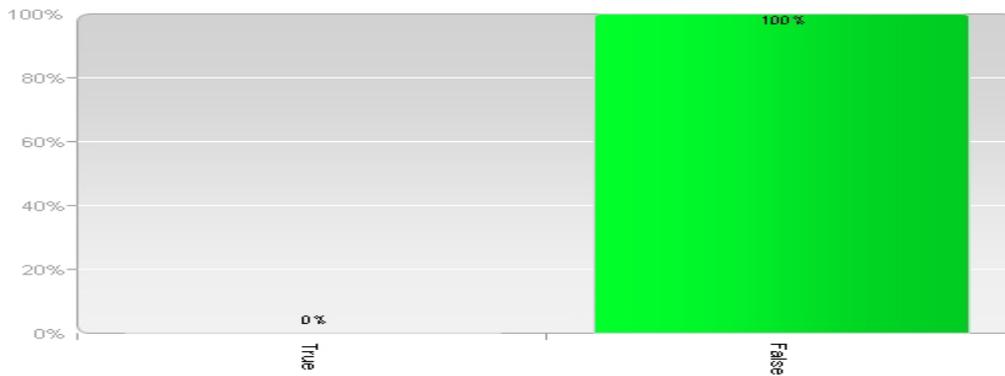
Q2. Whenever confronting a situation, always enter the room and close the door to reduce the likelihood of people leaving and increasing your safety.



Correct Answer - False

Post-Post Training Evaluation Fraternity & Sorority Life Staff (23 respondents)

Q2. Whenever confronting a situation, always enter the room and close the door to reduce the likelihood of people leaving and increasing your safety.

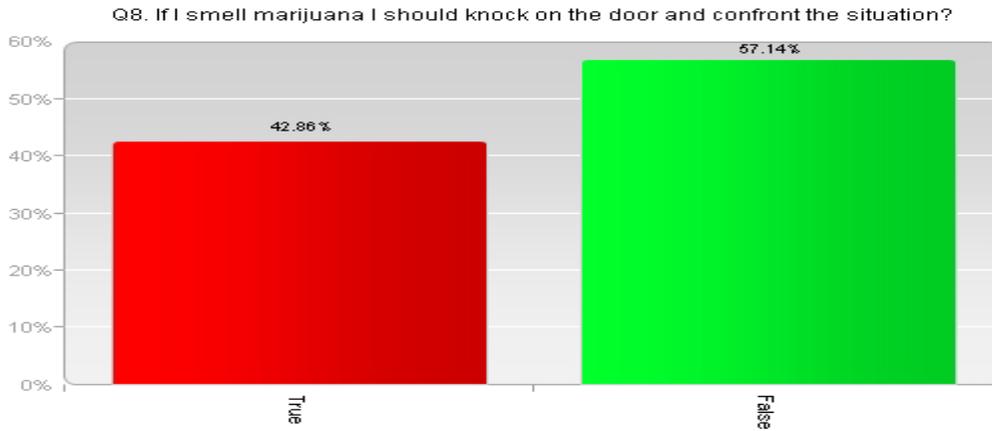


Correct Answer – False

Finding – 100% correct in the post-test for Fraternity and Sorority Staff members and they were able to demonstrate retention of this material between the post-test and post-post test.

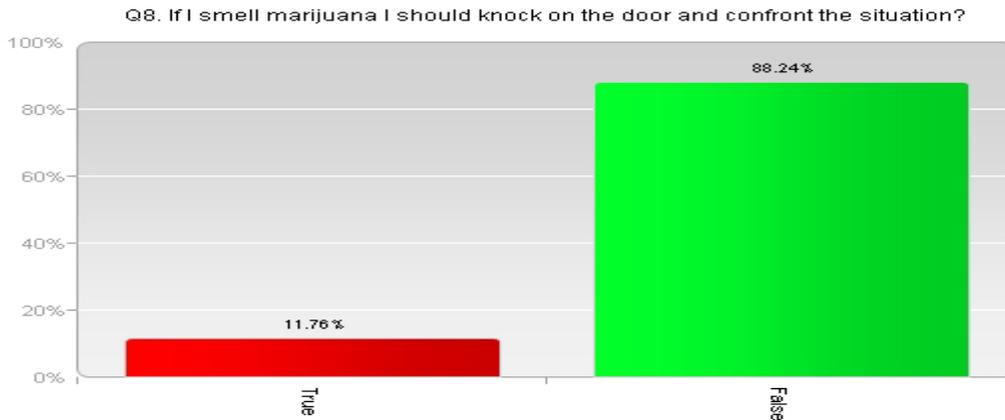
Key Results:

Pre-Training Evaluation Fraternity & Sorority Life Staff (21 respondents)



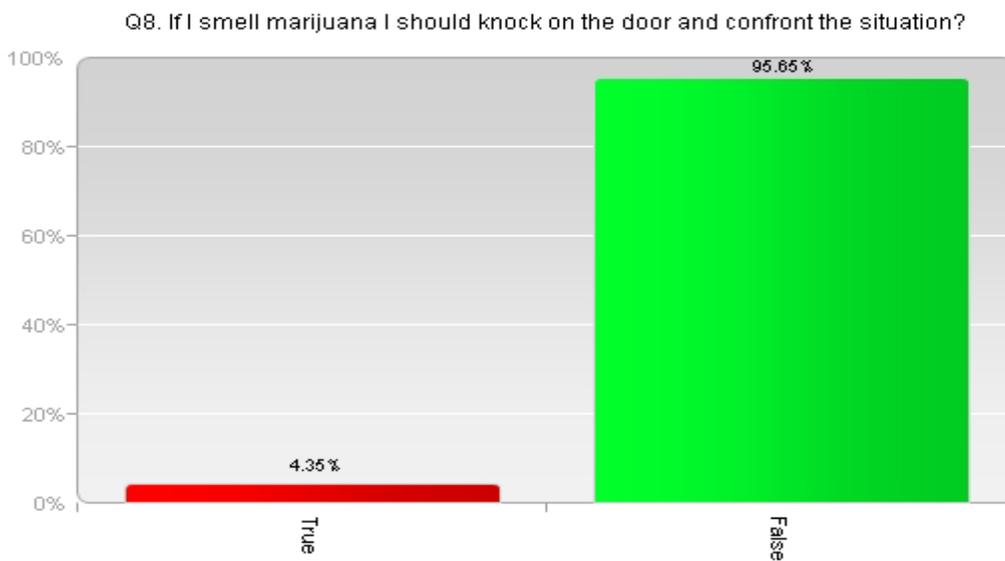
Correct Answer – False

Post-Training Evaluation Fraternity & Sorority Life Staff (17 respondents)



Correct Answer – False

Post-Post Training Evaluation Fraternity & Sorority Life Staff (23 respondents)

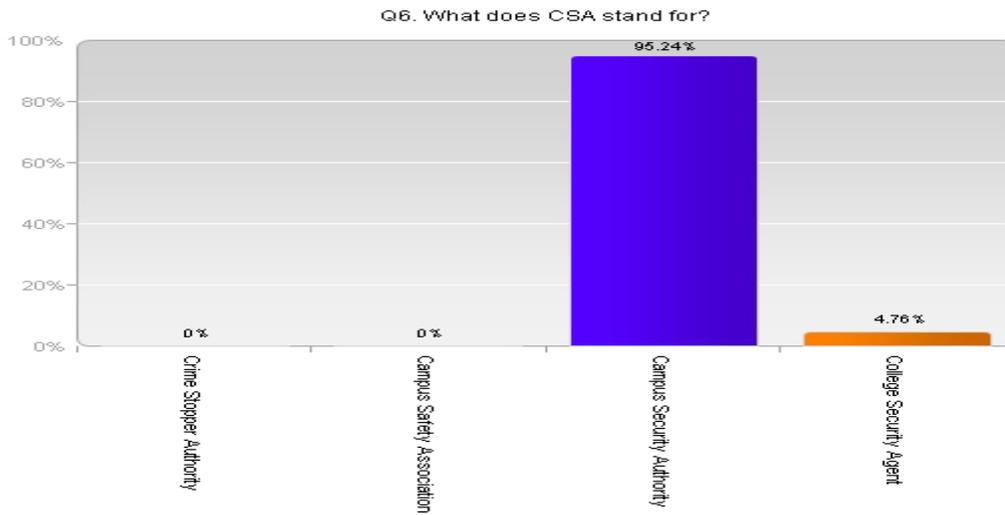


Correct Answer – False

Finding – Fraternity and Sorority Staff members were able to demonstrate an increase in knowledge from training and retention of this material improved between each phase of the assessment.

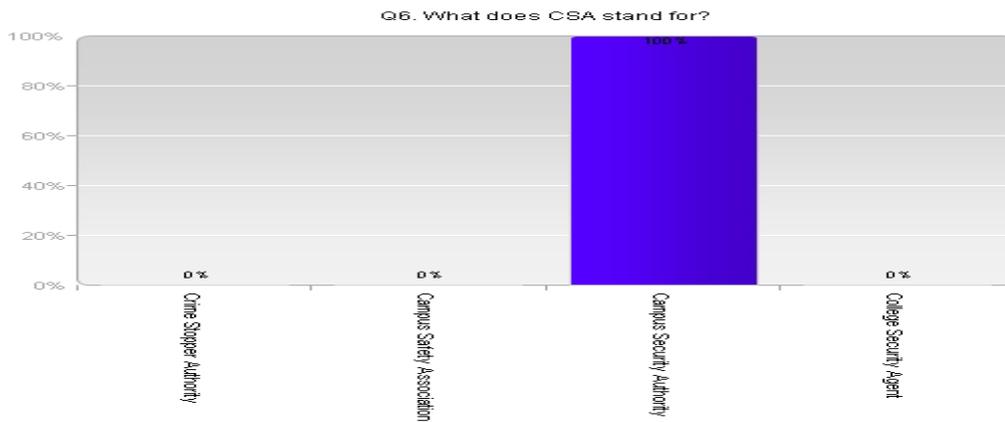
Key Results:

Pre-Training Evaluation Fraternity & Sorority Life Staff (21 respondents)



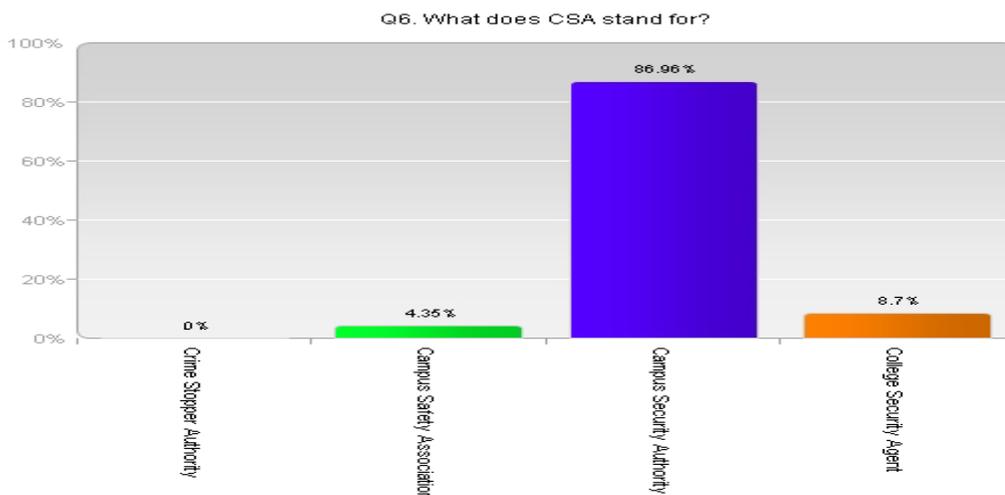
Correct Answer – Campus Security Authority

Post-Training Evaluation Fraternity & Sorority Life Staff (17 respondents)



Correct Answer – Campus Security Authority

Post-Post Training Evaluation Fraternity & Sorority Life Staff (23 respondents)



Correct Answer – Campus Security Authority

Finding – 100% of the Fraternity and Sorority Staff members were able to demonstrate an increase in knowledge from training between the pre- and post-test, however during the post-post test there was noticeable deterioration in the retention of this material.

Decisions and Recommendations

What could have been done differently?

Based on collected data, in the future, what changes will you make to your program?

1. Advocate for time throughout the year to remind staffs about topics covered in training either through mid-year training opportunities or professional development sessions related to student conduct.
2. Ensure and seek help from CampusLabs to better track individual responses between each stage of this test.
3. Solicit feedback from participants about their perception of the information learned in training and its impact on their ability to assist students with matters related to student conduct.

Assessment Report 2012-2013
Office of the Dean of Students – Off-Campus Student Services

Submitted By - Name and Title: Deborah A. Novak
Date: June 25, 2013
Department Website URL: <http://www.bgsu.edu/offices/sa/offcampus/>

Signature Program/Service Overview

Name the program/service being assessed. Describe program; include purpose and goals. Limit to one paragraph.

Off Campus Student Services is responsible for the coordination of services that encompass the needs of over 13,000 individuals at BGSU who qualify as not living within the residence halls at BGSU and therefore commute or live off campus. This population is diverse and truly requires a deeper exploration of the desired needs and challenges experienced to better understand current services and develop best practices for moving forward.

University Learning Outcome

List corresponding University Learning Outcome

Intellectual and Practical Skills

Student Affairs Learning Outcomes

See Division of Student Affairs website <http://www.bgsu.edu/offices/sa/vp/page68959.html>

Make sure to include the following when writing an SLO:

1. Divisional Student Learning Outcome #1
Critical and Constructive Thinking
2. Divisional Student Learning Outcome #2
Engaging Others in Action

Project Sample/Participant Overview

Number of students in your sample

Distributed Off-Campus and Commuter Student Needs Survey through BGSU email to 17,588 people. These individuals were identified as living off campus and had taken at least one class during the 2012-2013 school year. 1,291 responses were received. The overall response rate was 7.34%. The total number of surveys completed out of the 1,291 received was 1,116 for a completion rate of 86.44%. Upon completion of the survey, respondents were given an opportunity to enter themselves in a prize drawing. 1,085 individuals out of the 1,116 respondents were entered in the prize drawing which is 97.2% of the respondents.

Data Collection Timeframe

An email was sent to students at midnight on May 17, 2013 and extended an opportunity for individuals to submit their survey response from May 17, 2013 through midnight on May 31, 2013.

Data Collection Methods

Qualitative survey; focus group, reflection paper, observation, etc.

This survey was created in CampusLabs based on the research of best practices employed in creating surveys for this particular population. CampusLabs had within its resources a survey that the University of Houston uses to assess its off campus population. After reviewing the questions we had collected and the ones used by the University of Houston we chose to combine these two resources for our purposes. Our research goals were focused on using a quantitative survey that would enable us to begin quantifying the needs of our community while also creating the chance to develop inferential projections on service needs as we move forward in serving this population on our campus. The survey consisted of 48 questions and took most respondents about 20-30 minutes to complete.

Limitations

Limitations of your project

One of the major limitations of this project was the overall email response rate of 7.34%. I was overly idealistic in my hopes for a response rate closer to 40% however in hindsight I am pleased with the diversity of respondents by age, class standing, gender and overall seriousness with which responders took in completing the survey.

As this survey is repeated, I hope to be able to provide individuals with more advance notice of the survey and will be looking to include this survey implementation for the cohort groups that I have begun to gather for the 2013-2014 incoming, first year commuters. I feel this would be an interesting comparison between new off campus students and upper-class off campus students. I also found that many of the suggestions that off campus students cited as their biggest challenges to living off campus to be areas that no Off Campus Student Services program in the country would be able to address. One of the greatest challenges listed was weather and the impact that this has on our students' ability to feel safe driving to campus.

Student Learning Outcome with Target Achievement Level

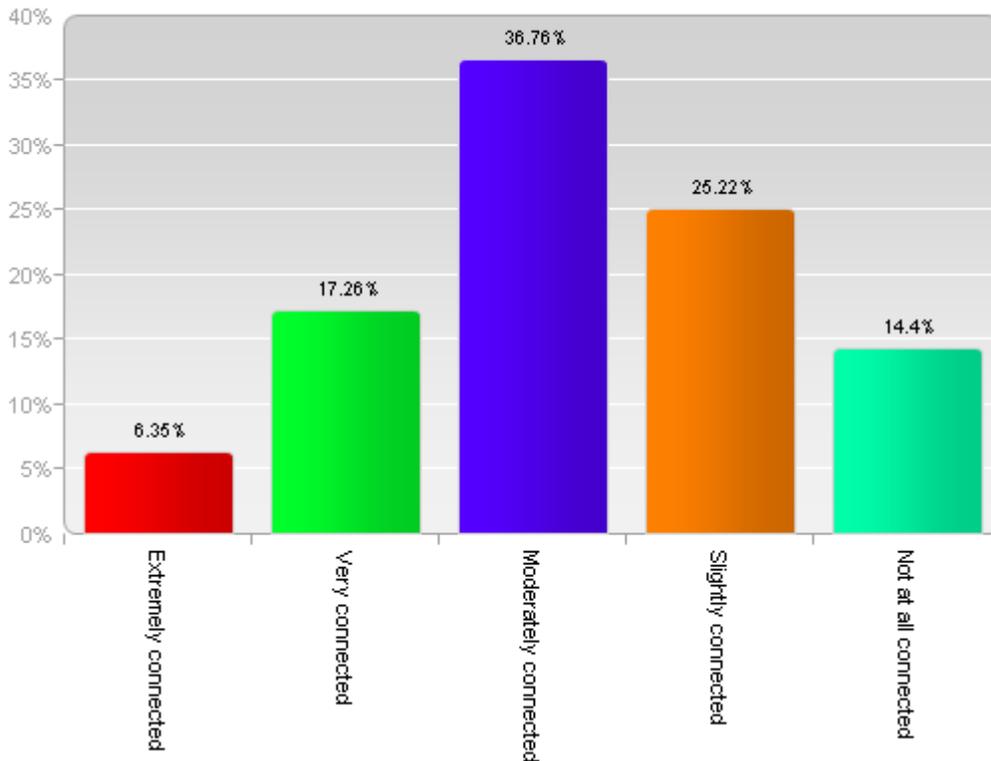
1. At the conclusion of the Off Campus and Commuter Needs Assessment 80% of respondents will be able to identify feeling a connection with the campus community.
2. At the conclusion of the Off Campus and Commuter Needs Assessment 80% of respondents will be able to articulate how living off campus affects their involvement in campus activities.
3. At the conclusion of the Off Campus and Commuter Needs Assessment 80% of respondents will be able to identify the methods by which Off Campus Student Services should advertise programs and services.
4. At the conclusion of the Off Campus and Commuter Needs Assessment the Off Campus Student Services program will be able to identify key offices and departments that could benefit from the feedback collected to enhance their practices.

Summary of Results

What did your data reveal? What did you learn? Limit to one paragraph.

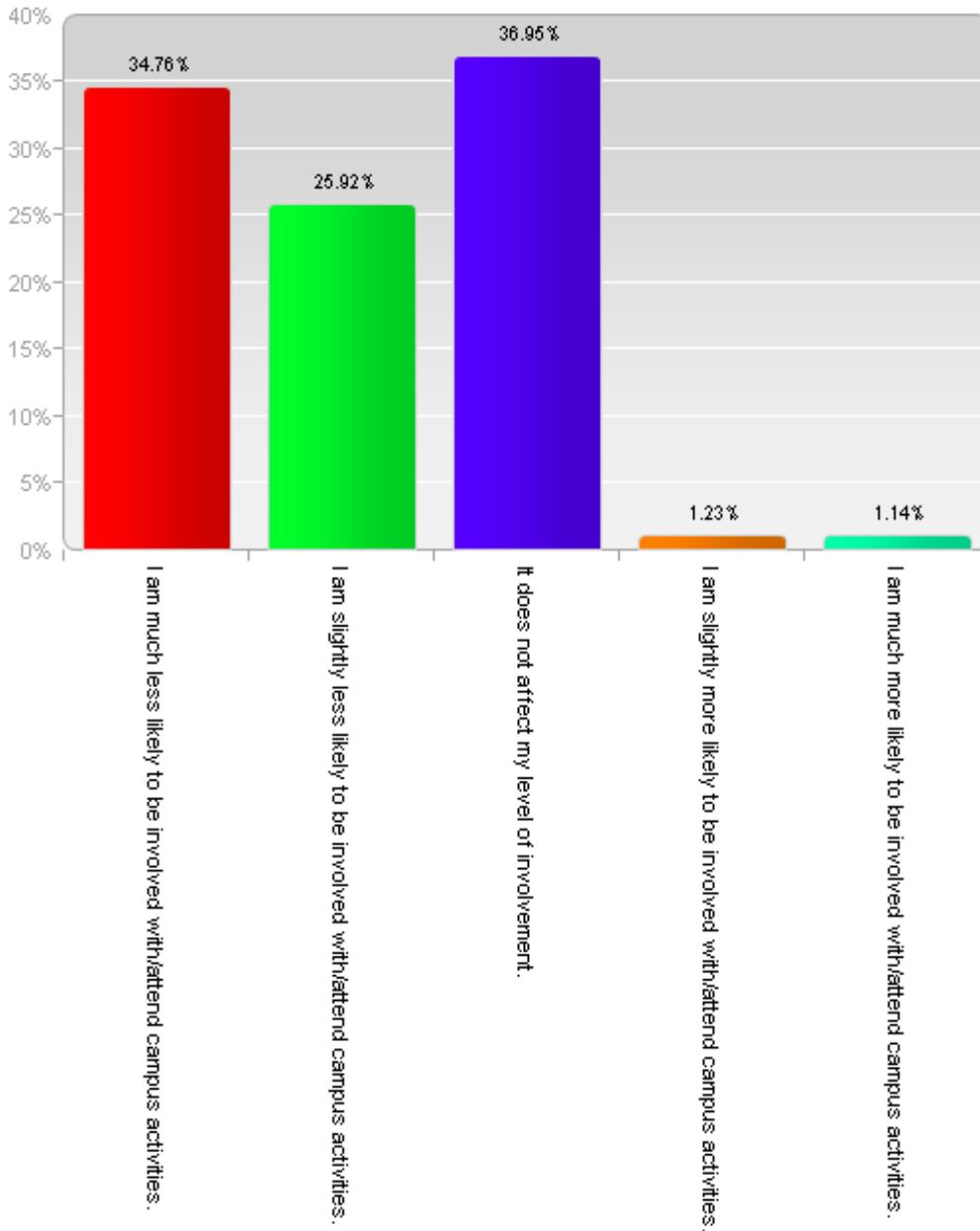
Key Results per Learning Outcome:

Q36. As a student living off campus, how connected do you feel to the campus community?



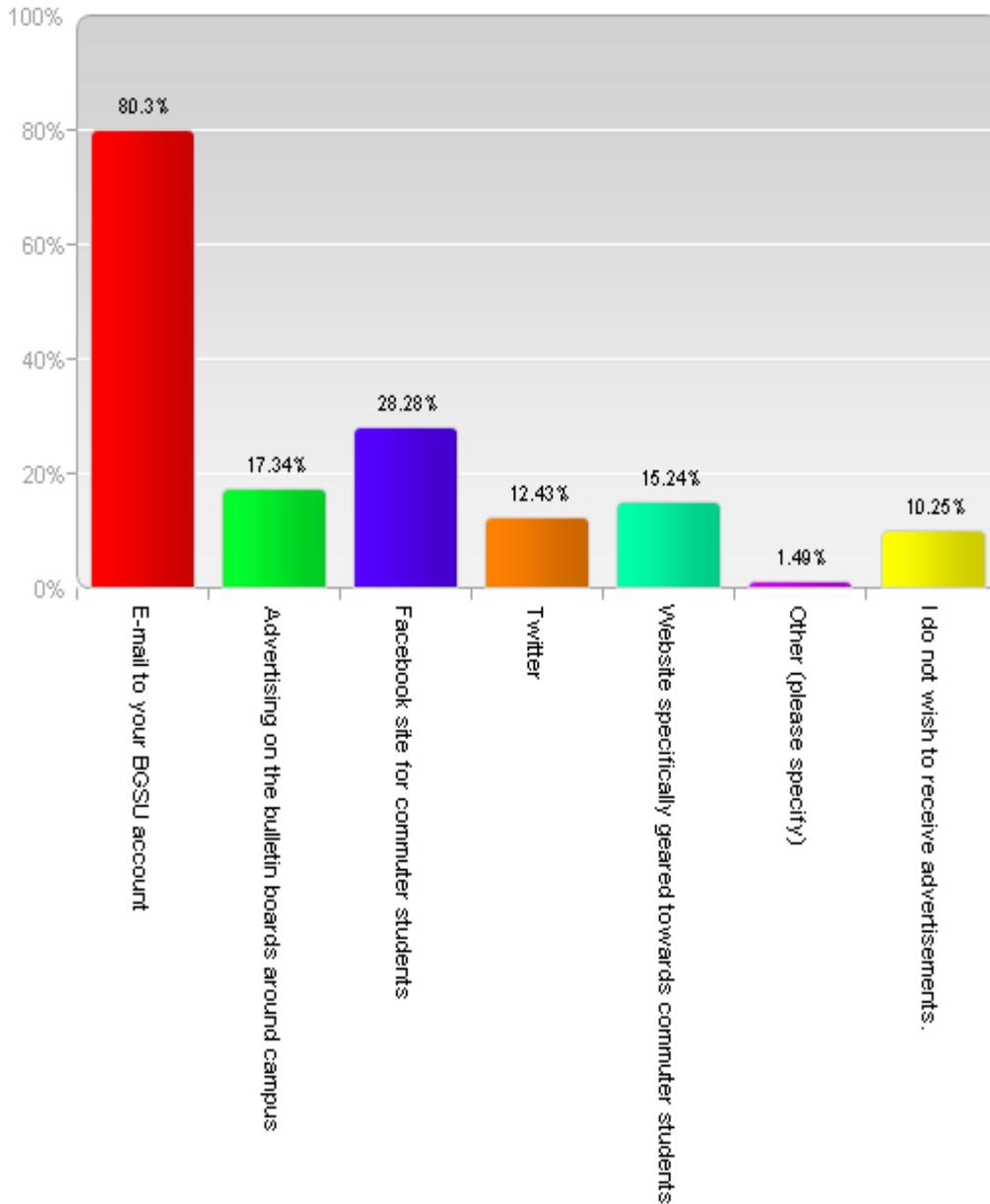
Answer – 85.59% of the participants were able to self report feeling connected to the campus community.

Q32. How does living off campus affect your involvement in campus activities?



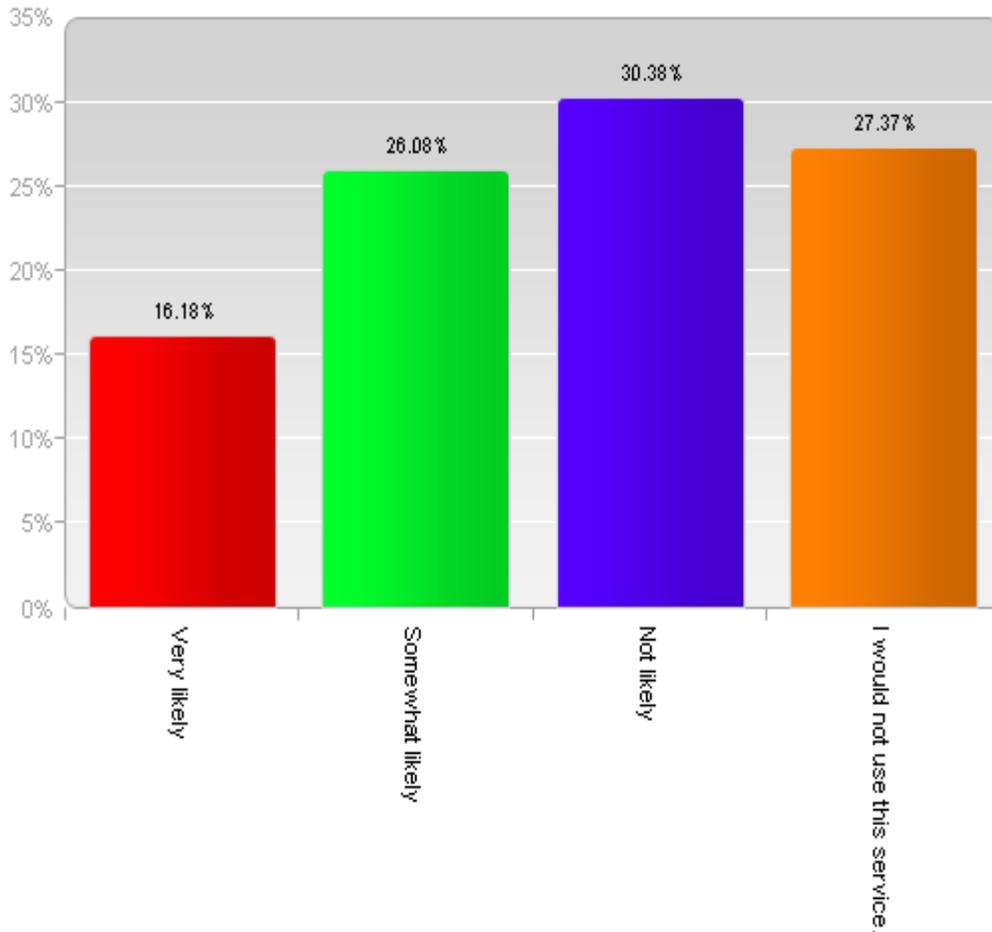
Answer – of the 1142 individuals responding to this question, 100% of them were able to self report how living off campus affects his or her involvement in campus activities. Surprisingly, more than 60% of those surveyed indicated that living off campus does negatively impact how involved they may be to attend or be involved with campus activities.

Q30. What is the best way to advertise our programs and services to you? (Check all that apply)



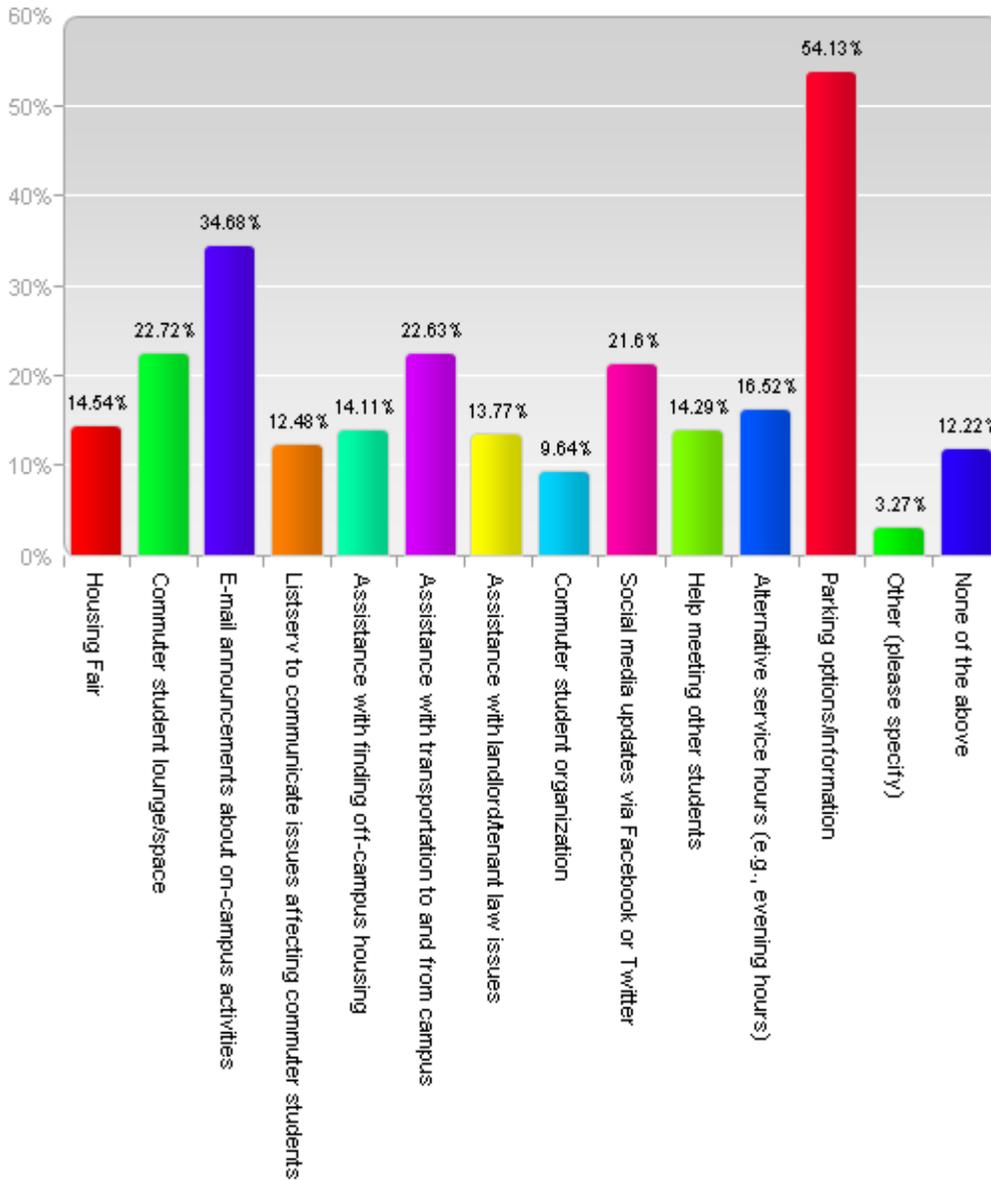
Answer – 80.3% of respondents indicated that BGSU email is the best means of communicating about events and programs.

Q26. If the university offered a program that allowed off-campus students to rent a residence hall room for a night in the case of extreme weather conditions, how likely is it that you would take advantage of this service?



Answer – 42% of the respondents indicated that they would rent a residence hall room for a night (additional income source for the University/Resident Life particularly important when housing capacity dips in the spring semester).

Q24. Which of the following would you be most likely to use, participate in, or need as a student living off campus? (Check up to three)



Answer – 76.76 % (combined results for parking option/information and Assistance with transportation to and from campus) Indicated that they needed additional information or would participate in Parking/Transportation related issues. This graphic shows that information can be shared with the Bowen-Thompson Student Union Director, Office of Campus Activities, Student Legal Services, and those who make decisions about the office hours and times that classes are offered.

Summary of Results

The assessment results are an excellent baseline from which Off Campus Student Services can begin the task of better defining the core business of its program within the Office of the Dean of Students. This information will help to create a platform by which current programs and services can be enhanced or eliminated to better meet the needs of the off campus population.

Decisions and Recommendations

What could have been done differently?

Based on collected data, in the future, what changes will you make to your program?

1. Increase the advertisement of events, programs and services to students through BGSU email, social media and word of mouth.
2. Continue to assess off campus students in preparation for the program review that will take place in 2016-2017, however advertise this assessment and create “buzz” about participating.
3. Advocate for the growth of this program through the increase of staff and graduate students as our off-campus student population accounts for more than 64% of our student demographic (commuters and off-campus).

There is a wealth of information still being assessed related to individual qualitative responses that were requested related to student experiences and these will be further evaluated to define additional areas in which off campus student needs are not being met. Some of the changes that this assessment data has brought to the forefront for the coming year include the utilization of email for providing program and service information and the importance of creating partnerships with other offices and departments to address the needs of our off-campus and commuter student population.

Q44. How many credit hours are you taking this semester?

