

**Division of Student Affairs  
Orientation & First Year Programs  
2009-2010 Assessment Report**

**SIGNATURE PROGRAM NUMBER ONE**

**Signature Program Description**

**Description and Rationale for Selection**

UNIV 1000 is a two-credit hour course for first year students that exposes them to the resources of Bowling Green State University, diverse cultures and ideas, and assists in the development of intellectual, personal, and social skills that will allow them to be successful at BGSU and beyond. This course was selected for the signature program because of the impact on first year students and established assessment methods that are in place.

**Expectations for Student Achievement**

Students are expected to improve their knowledge of campus resources and student success skills. In addition, students are expected to develop connections within the classroom and the campus.

**Link to University and Student Affairs Student Learning Outcomes**

**Intellectual and Practical Skills:**

- Gain an understanding of the learning traditions and resources of Bowling Green State University. (*Engaging Others in Action/Participating*)
- Actively participate in co-curricular learning experiences affiliated with a variety of BGSU programs and services. (*Engaging Others in Action/Participating*)
- Develop intellectual, personal, and social skills that will assist in future semesters at BGSU and beyond. (*Critical and Constructive Thinking and Engaging Others in Action/Participating*)
- Develop skills in preparation for their future roles of productive employee and citizen. (*Critical and Constructive Thinking and Engaging Others in Action/Participating*)

**Assessment Methods and Procedures**

**Description of Methods and Procedures**

In Fall 2009, all sections of UNIV 1000 completed The First Year Initiative (FYI) benchmarking instrument. This survey was developed through a partnership between the Policy Center on the First Year of College and Educational Benchmarking, Inc., with support by a grant from The Pew Charitable Trusts. This is the eighth year that BGSU has participated in the first benchmarking process specifically designed to compare student learning and satisfaction outcomes across variations of first-year seminars. The process includes the administration of an on-campus survey and a reporting procedure that allows institutions to benchmark outcomes against self-selected peer institutions.

**Assessment Instruments**

First Year Initiative survey is attached.

**Results and Conclusions**

**Description of the Results**

Students reported the highest gains in the following areas:

- The course encouraged students to work together.
- The course encouraged students to speak in class.

- The course improved abilities to establish personal goals.
- The course improved time management skills.
- The course increased understanding of available library resources.
- The course increased understanding of how to obtain academic assistance.
- The course improved the understanding of the role of the academic advisor.
- The course improved the understanding of academic honesty.
- The course improved the understanding of academic strengths.
- The course provided meaningful class discussions.
- The course improved the degree to which homework assignments were completed on time.
- The course improved the degree to which students understand faculty expectations.
- The course contributed to the ability to adjust to the college social environment.
- The course improved efforts to get to know students in their class.
- The course improved the ability to meet students with similar interests.

### **Target Level Achievement**

In reviewing the data from the evaluation, students met the expected objectives for achievement.

### **Evaluation of Assessment Methods and Procedures**

A post-course evaluation is an additional assessment method that could be implemented in the future, as it would allow us to gauge how students continue to use the information learned after the first semester.

### **Action Taken/Future Plans**

#### **Connect Results and Program Changes**

The evaluation results support the continuation of the course. Student feedback indicates that the material presented is useful and informative, in addition to the relationships that are formed. In addition to the student assessment, feedback gathered from UNIV 1000 instructors and peer facilitators at the end of was used when reviewing course content, developing instructor development sessions, and identifying new classroom resources for Fall 2010. Course evaluations and analyses of enrollment patterns have been used to modify course content and enhance instructor development sessions.

#### **Showcasing Student Learning**

Most students agreed that UNIV 1000 assisted with the transition to college life by providing success strategies and the opportunity for connections to be formed. The assessment results have been shared UNIV 1000 instructors and peer facilitators.

## SIGNATURE PROGRAM NUMBER TWO

### Signature Program Description

#### Description and Rationale for Selection

Off-Campus 101 & Off-Campus 102 workshops were designed as a new initiative for 2009-2010. To establish outcomes aligned with the University at the onset of this program, this initiative was selected for the signature program assessment activity. The program cost \$189 for audio-visual equipment and \$50 for attendance incentives for a total cost of \$239. Throughout the eight workshops, 22 students attended.

After these outcomes were established, a review of content for Off-Campus 101 and Off-Campus 102 resulted in the elimination of Off-Campus 102. Data below is based solely on feedback from Off-Campus 101 participants.

#### Expectations for Student Achievement

Students are expected to better understand financial considerations of renting, legal implications of leasing, facts on renter's insurance, rights and responsibilities related to their status as a BGSU student, services available to them as off-campus students, and how to foster positive relationships in their off-campus community. The overarching goal of the program is effectively prepare students for this experience so they are best able to focus on their academic pursuits and persist in their education.

#### Link to Student Affairs Student Learning Outcomes

*During Off-Campus 101, students will be presented with a variety of facts, information and resources related to living off-campus while also engaging in discussion and case-studies that allow them to explore the challenging realities of living off-campus.*

- **Intellectual and Practical Skills:** *Following participation in Off-Campus 101, participants will be able to:*
  - **Apply Critical and Constructive Thinking** skills that will allow them to make informed decisions regarding their living arrangements and equip them to solve problems creatively upon moving off-campus.
  - **Engage Others in Action** through developing and fostering positive relationships with neighbors, encouraging healthy, responsible choices related to renting, socializing, and academics.
- **Generalized and Specialized Knowledge:** *Following participation in Off-Campus 101, participants will be able to:*
  - Utilize the knowledge acquired and resources discussed to fully consider their decision to move off-campus.
  - Identify the legal obligations, considerations, and financial implications of living off campus.
- **Personal and Social Responsibility:** *Following participation in Off-Campus 101, participants will be able to:*
  - Describe the financial, legal, and personal expectations for them as BGSU students living off-campus in the Bowling Green community
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### Assessment Methods and Procedures

#### Description of Methods and Procedures

At the conclusion of the workshop, students were asked to complete a post-session evaluation. Sample size was 10.

## Assessment Instruments

A post-session survey with a mix of five-point likert items and open-ended questions were given to those in attendance at the conclusion of the program to determine the overall effectiveness of the program.

## Results and Conclusions

### Description of the Results

In reviewing the quantitative data from the post-session evaluations, it can be concluded that the intended outcomes were achieved. As outlined below, the students who responded to the survey found value in their attendance and participation in the workshop.

- 100% agreed that Off-Campus 101:
  - o Provided resources and knowledge about moving off-campus
  - o Provided information to make an informed decision to move off-campus and solve problems creatively living off-campus
  - o Described the financial, legal, and personal expectations as a BGSU student living in the community
  
- 90% agreed that Off-Campus 101:
  - o Informed them how to be a good neighbor and make responsible choices related to renting, socializing, and academics.
  - o Helped identify the legal obligations, considerations, and financial implications of living off-campus

Future assessment plans for this workshop program may include more specific items and practical outcomes of identifying resources, strategies, and practices that will assist them in their transition to off-campus living.

## Target Level Achievement

In reviewing the data from the evaluation, students met the expected objectives for achievement.

## Evaluation of Assessment Methods and Procedures

A post-session evaluation is critical to the assessment method of this program. However, the addition of a follow-up survey and/or focus group session would provide additional and more informative feedback related to the effectiveness of the program. Additionally, it would be beneficial to conduct focus group sessions with off-campus students and review feedback to compare results with students who did not attend Off-Campus 101.

## Action Taken/Future Plans

### Connect Results and Program Changes

The evaluation results support the continuation of the workshops. Participant feedback indicates that the material presented is useful and informative. Based on this feedback, changes will not need to be made with regard to content. However, the learning outcomes may be rewritten for more specificity and additional assessment methods will be considered for 2010-2011.

Additionally, the cost of the workshop remains static regardless of the amount of participants. To maximize the efficiency, more students must be encouraged to attend. Greater outreach and promotion to students must take place. This program will take place throughout October and November 2010, and promotion of the workshops will take place throughout the fall semester.

### **Showcasing Student Learning**

Most if not all students agreed that Off-Campus 101 provided them with information related to problem solving and how to be a good neighbor. One of the influencing factors in the development of this initiative was to promote positive relationships between students and long-term Bowling Green residents. The assessment results of this program will be shared with the Off-Campus Student Services Advisory Board, which includes representatives from the City of Bowling Green and Eastside Neighborhood Group.

### **Proposed 2010-2011 Signature Program Assessments**

#### **List of Proposed Signature Programs (minimum of 3) to Assess for 2010-2011**

- First Year Success Series
- New Student Orientation
- Commuter Connection Program
- UNIV 1000