Assessment Report Standard Format  
July 1, 2011 - June 30, 2012

PROGRAM(S) ASSESSED: Student Support Services’ Student Contact Statistics

ASSESSMENT COORDINATOR: Katie Deedrick

YEAR CYCLE: Annual

1. ASSESSMENT MEASURES EMPLOYED
   Briefly describe the assessment measures employed during the year.
   - The number and frequency of student contacts were recorded.

2. ASSESSMENT FINDINGS
   List the objectives and outcomes assessed during the year, and briefly describe the findings for each.
   - Outcome: 735 total student contacts were made during the 2011-12 assessment year (summer-spring)
   - Outcome: 403 individual students contacts were made during the 2011-12 assessment year (summer-spring)

Initial findings indicate an increase of 46% in the number of total student contacts and a 58.6% increase in the individual students served (unduplicated count) in the 2011-12 year.

3. PROGRAM IMPROVEMENTS
   List planned or actual changes (if any) to curriculum, teaching methods, facilities, or services that are in response to the assessment findings. This year .5 FTE staff was added to the departmental unit.

4. ASSESSMENT PLAN COMPLIANCE
   Explain deviations from the plan (if any). None

5. NEW ASSESSMENT DEVELOPMENTS
   Describe developments (if any) regarding assessment measures, communication, faculty or staff involvement, benchmarking, or other assessment variables. None at this time.
PROGRAM(S) ASSESSED: Parents' Weekend Program Evaluation

ASSESSMENT COORDINATOR: Katie Deedrick

YEAR CYCLE: Annual

2. ASSESSMENT MEASURES EMPLOYED
   Briefly describe the assessment measures employed during the year.
   - Parents' Weekend 2012 participants, primarily WSU parents and family members, were asked to complete a written survey to assess their satisfaction with the weekend events. Quantitative and qualitative measures were utilized.
   - The survey was conducted online utilizing “Survey Monkey”.
   - Parents Weekend 2012 was held during winter quarter 2012.

2. ASSESSMENT FINDINGS
   List the objectives and outcomes assessed during the year, and briefly describe the findings for each.
   - Outcome: 81.8% of survey respondents rated Parents' Weekend activities as excellent (27.3%), very good (40.9%) or good (13.6%).
   - 81% of survey respondents indicated that they were very satisfied (66.7%) or satisfied (14.3%) with their student’s experience at Wright State.

3. PROGRAM IMPROVEMENTS
   List planned or actual changes (if any) to curriculum, teaching methods, facilities, or services that are in response to the assessment findings.

   As a result of the feedback from the participants' survey, future Parents' Weekend events are modified.

4. ASSESSMENT PLAN COMPLIANCE
   Explain deviations from the plan (if any). None
5. NEW ASSESSMENT DEVELOPMENTS
Describe developments (if any) regarding assessment measures, communication, faculty or staff involvement, benchmarking, or other assessment variables. **None at this time.**
Assessment Report Standard Format
July 1, 2011 - June 30, 2012
Student Services
Submitted by
Simone G. Polk, Assistant Vice President for Student Services

PROGRAM(S) ASSESSED

(A) WSU Dialogues on Race Relations
(B) Bias Incident Response Team (BIRT) Initiative
(C) Successful Transition to Higher Education for Former Foster Youth Workshop

ASSESSMENT COORDINATOR  Simone G. Polk

A  YEAR 3 of a 3 YEAR CYCLE
B  YEAR 3 of a 3 YEAR CYCLE
C  YEAR 1 of a 3 YEAR CYCLE

3. ASSESSMENT MEASURES EMPLOYED
   Briefly describe the assessment measures employed during the year.

A--WSU Dialogues on Race Relations:
Facilitated Dialogue on Race Relations discussion groups to enhance multicultural competency and understanding of issues related to the history of race relations, campus & community relations, leadership and proactive transformation. The activity is 6 to 8 hours in length. An additional modification was made during this cycle which extended the facilitation to 9 hours in length.

B--Bias Incident Response Team (BIRT):
The Bias Incident Response Team (BIRT) was created in 2007 in response to an identified need and as a result of bias related events at WSU. There was no process, protocol, procedure or group that students could readily identify to which they could raise their concerns about bias related events on campus. The genesis of BIRT also included a concern for managing events involving students for which there was no other formal response available - i.e. through student conduct, university police or affirmative action. Also, in addition case management; education and learning were desired outcomes of the BIRT process. BIRT has been effective in responding to and resolving issues and generalized concerns before they became concerns of greater magnitude.

C—Successful Transition for Former Foster Youth Workshop
This workshop is hosted by the OVPSA for child welfare, social workers, case managers, independent living specialists and high school guidance counselors to educate them regarding the steps that need to be taken to ensure the successful transition to higher education for former foster youth. Because these students are generally “unaccompanied youth” along their pathway to college, the practitioners will be accompanying and supporting these youth as they embark on the pathway.
Practitioners completed a survey at the conclusion of the workshop. No challenges were noted.

2. **ASSESSMENT FINDINGS**

   List the objectives and outcomes assessed during the year, and briefly describe the findings for each.

(A) **Objective:**

   - Gain knowledge and understanding of racial inequality and disparity among ethnic groups through shared experiences and dialogue.

(A) **Outcomes:**

   - Participants overwhelmingly reported that as a result of participating in a Dialogue experience:
     - They engaged in a positive Dialogue experience that required them to share personal observations and experiences.
     - They learned more about themselves and others related to ethnicity and culture.
     - They would work towards harmonious relations between individuals of different ethnicities and cultures.
     - They will participate in social justice opportunities for underrepresented and underserved populations on campus and in the community.
     - They would become more actively involved in political action related to ethnic and cultural issues in their communities.

(B) **Objectives:**

   - Develop new techniques to respond to, manage, and resolve conflicts related to behaviors or actions directed toward an individual or group based upon actual or perceived identity characteristics or background (i.e. race, sex (including gender identity/expression), color, religion, ancestry, national origin, age, disability, veteran status, military status, or sexual orientation).

   - Acquire new skills that would enhance verbal and nonverbal interactions between students.

   - Engage students in transformative opportunities, activities, educational events and discussion/dialogues regarding race, racism, life experiences, leadership and commitment to change and transformation on college campuses.

(B) **Outcomes:**

   - Initiated a process, protocol, procedure that students could readily identify to which they could raise their concerns about bias related events on campus.

   - Provided educational services or programs to enhance student success.
► Provided support to students, which assisted them in developing socially, culturally and emotionally.

► Provided support to assist students with generally nonacademic concerns.

► Provided opportunities for diverse student interaction, dialogue, and problem solving.

► Student enhanced their social-cultural awareness and critical thinking skills.

(C) Objectives
To gain knowledge and understanding of the pathway to college in order to ensure a successful transition for former foster youth.

(C) Outcomes
► Participants learned information to help them understand the importance of “college-messaging” to students.

► Participants received information regarding the transition from high school to college for their student and how they can implement that information to ensure successful transition.

► Participants received information about the services and resources available at both the 2-year and 4-year institutions so that they will be able to ease the transition and continuity of support services for students in transition.

► Participants exchanged information that served to build a network with the university community and to support retention and persistence of former foster youth who become college students.

3. PROGRAM IMPROVEMENTS
List planned or actual changes (if any) to curriculum, teaching methods, facilities, or services that are in response to the assessment findings.

(A) WSU Dialogues on Race Relations:
Curriculum changes were implemented in 2011-12 to the WSU Dialogues on Race to enhance content and make the subject matter more relevant to the WSU Community (specifically students) and world events. The 9-hour model is transitional, in that the model can be tailored to meet the specific needs of the participant group with “action outcomes” that relevant to the groups’ goals.

(B) Bias Incident Response Team Initiative (BIRT)
Continued work is planned for implementation of an electronic evaluative tool to enhance the ease and efficiency of use by participants in BIRT initiatives.
Enhanced the BIRT website to ensure a user friendly platform. Created two additional web links on the university’s main web page web index so that BIRT can be more easily located when electronically searched by students.

(C) Successful Transition Workshop:
Consideration will be given in the next cycle for any curriculum changes that will enhance the effectiveness of the workshop.

4. ASSESSMENT PLAN COMPLIANCE
   None

5. NEW ASSESSMENT DEVELOPMENTS
   Describe developments (if any) regarding assessment measures, communication, faculty or staff involvement, benchmarking, or other assessment variables.

(A) WSU Dialogues on Race Relations:
The updated assessment tool continues to be used to more fully measure desired outcomes of participation in a Dialogue on Race Relations.

(B) Bias Incident Response Team Initiative:
Development and implement educational opportunities for faculty to enhance their knowledge of the challenges students experience related to BIRT issues, the BIRT process and case study based interaction.

(C) Successful Transition Workshop:
Consideration will be given to the utilization of the university’s online tool “Qualtrics” to enhance the efficiency of participant survey participation.