**Pleasantville Student Affairs Assessment Plan**

The Student Affairs division at Pace University in Westchester has adopted a three-year strategic plan from 2014-17. The six main strategies of the plan are the following:

1. Leverage new facilities on the Pleasantville Campus
2. Student Affairs programs and services will seek to improve first year student persistence
3. Link co-curricular programming and services to learning experiences
4. Create and nurture a vibrant and support campus life
5. Create a safe environment with services that support the mental health and safety of our students
6. Partner with Enrollment Management & University Relations to highlight campus life as a priority in recruitment efforts

There are metrics for each of the six sections of our plan. We have contracted with Campus Labs/Baseline to help us report on our three-year strategic plan. Besides using Campus Labs we will also work with our IT department and the Office of Planning, Assessment and Institutional Research.

Each unit, individuals, and across units, are setting further goals against this plan each year.

**Mission**

The Division of Student Affairs supports the academic mission of the university by providing programs and services that engage and involve students in the co-curricular life of the campuses. We believe students who participate in our programs and services will learn, grow, and develop. Additionally, we believe connecting students to our programs and services will help students persist, perform well academically and graduate in four years.

**Learning Outcomes which will assist us in measuring strategic goal III**

**Familiarity with Pace University**

* Students will be able to identify at least 5 resources that are available at Pace University.
* Student will be able to access resources that are meaningful to their individual needs.

**Life Skills**

* Students will demonstrate skills to maintain a healthy lifestyle.
* Students will articulate elements of physical, emotional, spiritual, and social health.
* Student will manage interpersonal relationships.

**Identity Development**

* Students will identify how their values impact choices regarding careers and relationships.
* Students will reflect on aspects of identity including culture, gender, sexual orientation, ability, professional role, social class, and spirituality.

**Differences/Diversity**

* Students will compare and contrast one’s own identity and culture with at least one other culture.
* Students will articulate the value of the similarities and differences we all embody.
* Students will seek involvement with people different from oneself.

**Community/ Civic Engagement**

* Students will understand how their behavior affects the Pace community.
* Students will articulate benefits of participating in service learning and volunteer activities.
* Students will identify mechanisms to affect change through civic engagement opportunities.

**Leadership**

* Student leaders will demonstrate strong leadership, problem solving, and communication skills.
* Student leaders will explain the dynamics of group.
* Student leaders will exhibit democratic principles.
* Student leaders will articulate the goals of their group and the desired outcomes of that group.

(Revised as of March 22, 2016)

**Assessment Committee Purpose and Goals**

The Assessment Committee, which includes at least one participant from each unit in Student Affairs is charged with the following:

* Develop a common language for assessment activities.
* Use division-wide learning outcomes and the Division’s strategic plan to link learning to programs and services.
* Inventory all current assessment data within the Division with a focus on our strategic plan.
* Identify professional development needs within the Division and provide specific programs addressing specific departmental needs.
* Deliver the assessment objectives as outlined in the Student Affairs (SA) Strategic Plan.
* Decide on benchmark studies that may help us understand what we are doing well in and how we may be able to make improvements, using the SA strategic plan.
* Develop a university wide assessment calendar.

**Strategic Plan 2014-2017, Metrics, & Target Goals**

1. Leverage new facilities on the Pleasantville Campus Page 3
2. Student Affairs programs and services will seek to improve Page 4

first year persistence

1. Link co-curricular programming and services to learning Pages 4-5
2. Create and nurture a vibrant and supportive campus environment Pages 5-6
3. Create a safe environment with services that support mental health Pages 6-7

and safety of our students

1. Partner with enrollment management and university relations to Page 7

highlight campus life as a priority in recruitment efforts

1. NSSE Questions that are part of this plan Page 8

**I. Leverage new facilities on the Pleasantville Campus**

1. Maximize use of our new program spaces to improve the student experience.
2. Utilize new residential spaces to enhance academic and residential services by increasing faculty partnership to enhance the first year experience through academic scheduling of courses, the First Year Interest Group (FIG), and live-in faculty.
3. Enhance the interaction between residents, faculty and staff to develop a strategic dining plan throughout campus.
4. Create a partnership with Environment Studies and Sciences to enhance a student’s knowledge on sustainable environmental practices.
5. Work collaboratively with the Honors College to create specific honors only living environment.

Metrics

* Student Success performance factors
* Residential surveys
* Space utilization data

**Target Goals**

* FY15, 89% first year residential students reported their participation in a First Year Interest Group (FIG) helped them feel more connected to their residential community. For FY16, we will increase that rate by 2%.
* FY15, 84% first year residential students reported their participation in a FIG helped them connect to the University as a whole. For FY16, we will increase this by 2%.
* FY15, 69% first year residential students agreed that being part of a FIG gave them the opportunity to meet a faculty member outside of the classroom. For FY16, we will increase this by 2%.
* FY15, 76% of entering first year residence hall students from Fall 2014 – Fall 2015 were retained. FY16 increase this to 79%.
* FY15 Average FA 2014 GPA for Entering Freshmen living in residence hall: 3.14 and Average Spring 2015 GPA for Entering Freshman students living in residence hall: 3.15. FY16 goal is to increase the GPA by .02.
* FY15 – 53% noted on the Housing Survey that their residential facility was comparable to other institutions visited. For FY16 we expect this to increase by at least 15%.
* FY16 Dean for Honors College’s vision is to see how the FIG can possibly impact interest in PLV. Thus, she would like to increase the first year students who choose to be in the Honors FIG. There are 11 first year students who signed up to be part of the Honors FIG. For FY17 we would like to increase this goal.
* FY16 Develop an eco-rep program where one to two students in each building would be paid an hourly wage to help in recycling efforts and collaborations with the Dyson College Institute for Sustainability and the Environment (DCISE) to enhance a student’s knowledge on sustainable environmental practices.
* NSSE Questions 38, 40 & 42 (SFCAREER, SFOOTHERWORK, SFDISCUSS)– Interaction with faculty outside of the classroom - The percentage of those students responding “often” and “very often” will increase with the 2016 & 2018 NSSE Administration compared to the percentage resulting from the 2013 NSSE.
* NSSE Question 136 (SLEARNSUP) Using learning support services. The percentage of those students responding “Quite a bit” and “very much” will increase with the 2016 & 2018 NSSE Administration compared to the percentage resulting from the 2013 NSSE.
* NSSE Question 136 (SESOCIAL) Provide opportunities to be social. The percentage of those students responding “Quite a bit” and “very much” will increase with the 2016 & 2018 NSSE Administration compared to the percentage resulting from the 2013 NSSE.
* FY16 Improve by 2% on Pace Pleasantville’s image on Attractiveness of campus and quality of on-campus housing questions on the Admission Student Questionnaire (ASQ). For FY15 overall satisfaction for each respective question was 61% and 67%.

**II. Student Affairs programs and services will seek to improve first year persistence**

1. Create & enhance transitional programs that will positively impact the first year persistence rate from first semester to second semester and first year to second year.
2. Engage and connect first year students to co-curricular experiences within the first six weeks of the fall semester.
3. Measure the effectiveness of programs and services in addition to their impact on first year student persistence. Allocate future resources accordingly.
4. Develop programs to engage first generation and other high-risk student populations.
5. Increase partnerships with faculty and staff across the University to strengthen the students’ ties to Pace and improve their Pace experience.
6. Increase training for Student Affairs staff on industry best practices that retain students, measure success, and the impact of involvement.

Metrics:

* Involvement data (of first year students)
* Program evaluation based on student success factors
* Comparison of retention results among different populations
* Report faculty and staff partnerships and involvement with student affairs

**Target Goals**

* In FY15, 88% of first year students participated in the first 6 weeks of activities (not including Orientation). For FY16, we will increase First Year 6-week involvement rate by 3%.
* In FY18 we will utilize the involvement data (card swipe attendance, co-curricular rosters, and Banner demographic data) to inform strategies for the next five years and evaluate programs like the FIG, ALANNA, SLI, & Greek Life. Compare performance data such as GPA, persistence, Graduation rates for these programs.
* FY15, 76% of entering first year residence hall students from Fall 2014 – Fall 2015 were retained. FY16 increase this to 79%.
* Working with OPAIR to compare one to two years of information on student leadership as noted in Banner (Shacomi field) to see if there is any correlation with persistence to first year to second.
* For Fall 2015 & Fall 2016, we will review the FIG activities by range to see if there is any correlation with persistence from first to second year.
* FY16 Track the number of opportunities for staff to learn industry best practices on student success. We will track the number of training programs and professional development opportunities offered.
* FY16 Track engagement with faculty and recognize this engagement.

**III. Link co-curricular programming and services to learning**

1. Articulate the value proposition of campus involvement and Student Affairs programs.
2. Develop tools to track and report program effectiveness and value.
3. Enhance programs and services to prepare students for post-graduate success by developing life skills and providing opportunities for experiential learning.

Metrics**:**

* Involvement data
* Student success performance factors
* Evidence of learning & student development from programs and services

**Target Goals**

* FY16 – improve/report on academic success of students involved in co-curricular programming. Increase the number of students who get invited to housing banquet and increase academic performance of first year students as noted above in Strategic goal #1 (increase by .02); increase student organizational GPA.
* FY16 – Revise division learning outcomes in order to better measure learning.
* FY17 – Measure learning more formally with the help of Campus Labs based on updated divisional learning outcomes.
* FY16 – Students in student organization executive board positions will complete a co-curricular learning assessment based on CAS standards facilitated by Educational Benchmarking Incorporated (EBI) and the results will inform practice and target increases for FY17
* NSSE Question 286 – Confidence in Leadership skills (seniors). The percentage of those students responding “Quite a bit” and “very much” will increase with the 2016 & 2018 NSSE Administration compared to the percentage resulting from the 2013 NSSE.
* FY18 - Evaluate card swipe and co-curricular rosters of all students to identify trends and create engagement strategies according to Banner Demographics (i.e., at-risk populations, Males/Females, Residential Students / Commuters).
* FY17 – Report on Pace Path initiatives.

**IV. Create and nurture a vibrant and supportive campus environment**

1. Create and extend campus-wide traditions that will engage more student populations and the Pace community.
2. Recognize student, faculty, and staff contributions to the campus community through their co-curricular activities.
3. Develop programs and inclusive experiences to reach traditionally marginalized student populations.
4. Create and support opportunities for professional staff to take active roles in professional associations and seek professional development opportunities.
5. Cultivate partnerships with families and alumni.

Metrics:

* Track student involvement data by defined student populations
* Report recognition numbers
* University wide surveys to augment reporting
* Utilization and event attendance
* Track professional development activities

**Target Goals for FY16**

* FY15 – Approximately 38% of campus programs were held on the weekends. In FY16 we will increase this number by 2%.
* FY15 – Approximately 70% of all full time undergraduates participated in at least 1 activity offered by Student Affairs and co-curricular student organization activities. In FY16 we will increase this number by 2%.
* NSSE Question 127 & 128 (QISTAFF) quality of interactions with staff for first year students and seniors The percentage of those students responding on the higher end of the scale from 1 “poor” to 7 “Excellent” (4, 5, 6 & 7) with the 2016 & 2018 NSSE Administration compared to the percentage resulting from the 2013 NSSE.
* NSSE Question 140 & 141 (SESOCIAL) providing opportunities for involvement for first year students and seniors. The percentage of those students responding “Quite a bit” and “very much” will increase with the 2016 & 2018 NSSE Administration compared to the percentage resulting from the 2013 NSSE.
* NSSE Question 146 & 147 (SEACTIVITIES) attending events first year students and seniors. The percentage of those students responding “Quite a bit” and “very much” will increase with the 2016 & 2018 NSSE Administration compared to the percentage resulting from the 2013 NSSE.
* NSSE Question 105 & 106 (LEADER) Hold formal leadership role for first year students and seniors. The percentage of those students responding “Plan to do”, “Done or in Progress” will increase with the 2016 & 2018 NSSE Administration compared to the percentage resulting from the 2013 NSSE.
* FY15-17 Track utilization of student co-curricular program space.
* Recognize staff that presents at a regional, national, and international conferences, obtain certifications, volunteer for professional association, and writes blogs, articles, or any other publications. Beginning in FY17 we will post internally to share this information.
* Track professional development and report percentage of staff participating on an ongoing development.
* FY16 develop faculty/staff recognition program.
* Commuter Experience Survey – For FY17 the expectation is that we would see increases in the commuter student answer's to the following questions:  How much time do you spend on campus outside of class in a typical week? How often do you come back to campus on the weekends? How many organizations are you involved in on campus? We will also compare from the FY14 survey results where students spend their time on campus.

**V. Create a safe environment with services that support mental health and safety of our students**

1. Implement bystander training and other trainings focused on sexual assault.
2. Create processes to formally address student behavior that may be a threat to the community.
3. Develop programs and services for students focused on reducing any perceived barriers to accessing counseling center staff.
4. Train the university community on behavioral health intervention strategies that would reduce and manage risk.

Metrics:

* Campus Climate survey on Sexual Assault
* Track Utilization of services
* Assessment reports from programs and services
* Benchmark data

**Target Goals**

* In FY15 we adopted Step UP! with 200 students, faculty, and staff participating in training and workshop opportunities. In FY16 we will increase awareness of the program and educate more campus members and we will measure this by tracking participating in step up workshops and programs. FY17 – we will measure learning.
* FY16 Development of Threat Assessment Management Team (TAM) processes and model
* FY 16 Develop Climate Survey on Sexual Assault and develop strategies for improvement in FY17.
* FY16 – “Red card- Recognizing Students of Concern: When in Doubt, Reach Out” follow up Survey to Faculty and Staff to assess the actual awareness of faculty and staff on the Counseling Center and its various resources. FY17 This information will assist the Counseling Center in identifying what areas/resources/interventions of the CC are well-known and which need to be marketed / highlighted more effectively to the Pace community.
* NSSE Question 142 & 143 (SEWELLNESS) overall support for wellbeing first yearstudents and seniors. The percentage of those students responding “Quite a bit” and “very much” will increase with the 2016 & 2018 NSSE Administration compared to the percentage resulting from the 2013 NSSE.
* FY16- Recruit 5 Peer Educators focused on sexual misconduct programming.

**VI. Partner with enrollment management and university relations to highlight campus life as a priority in recruitment efforts**

1. Market and brand programs/services to increase awareness.
2. Jointly develop publicity materials that highlight campus life to prospective students and families.
3. Advocate for quality facilities that will meet the needs and demands of incoming students.

Metrics:

* University wide surveys
* Benchmark student needs and facilities
* Website development and publications

**Target Goals**

* FY 16 Strategy meetings with Admissions on Honors recruitment and Pace Bound Days
* FY16 Norming Campaign & Poster Series
* FY16 Improve by 2% on Pace Pleasantville’s image on the Quality of social life, Opportunities to participate in extracurricular activities questions on the Admission Student Questionnaire (ASQ). For FY15 overall satisfaction for both of these questions were 66%.
* Ensure new facilities are wheel-chair friendly and create plans for Counseling and Disability services for the next three to five years. FY17: report will be shared with facilities and Dean for Students.

**Assessment Definitions**

**Co-Curricular** - Successful co-curricular programs encourage the development of friendships, a sense of belonging, enhanced intellectual awareness, improved academic performance, an appreciation of different perspectives, and close interaction with faculty and staff members who really care about students. Taken from <http://teaching.uchicago.edu/oldsite/pod/98-99/Banset.htm>

**First year co-curricular programming** - Studies indicate that success in the first year of college depends on how effectively students connect to the institution - both academically and socially. Bringing together curricular and co-curricular activities may make a significant difference in student retention. Taken from <http://teaching.uchicago.edu/oldsite/pod/98-99/Banset.htm>

**Student Involvement:** “the amount of physical and psychological energy that the student devotes to the academic experience.” (Astin, 1999, p. 518). Pacarella & Terenzini (2005) in *How College Affects Students* states that student learning is dependent on the amount of time and energy students put forth. Student Affairs division will measure this using Shacomi and swipe data.

**Student Engagement -** represents the time and effort students devote to activities that are empirically linked to desired outcomes of college and what institutions do to induce students to participate in these activities (Kuh, 2001, 2003, 2009).

**First year semester persistence** – Percentage of students who persist from first semester (fall to spring) and/or could be that persist to housing. Measured after drop/add/payment dates.

**First year student persistence** – Percentage of students who persist from first semester (fall to spring) and first year (fall) to second year (fall) or stay in housing from first to second year. Measured after drop/add/payment dates. (Rachel according to Bernice we may want to change this to third semester like she did in her questions above.)

**First year student academic success** – Percentage of first year grade point average from first semester (fall to spring) and first year (fall) to second year (fall). Measured after drop/add/payment dates.

**Satisfaction** – measures satisfaction on programs and services and student needs. “Findings from this type of assessment do not necessarily help you understand your program’s contributions to the greater work of the university.” (Bresciani, Zelna & Anderson, 2004, p. 19)

**First year student learning based on student affairs learning outcomes, divisional, by units or department** – Review student learning outcomes for division to test for relevance. What do you expect students to learn by being involved in your service(s) or program(s)? Develop learning outcomes based on department, program or service.

**First year student contact with faculty** – measure after first semester. Social interactions between faculty and students are found to be important as they give students a connection to the professor and, in many cases, students begin to desire to “please their instructor and to avoid disapproval” (Cotton & Wilson, 2006, p. 511).

**Benchmark** –identifying the key metrics and indicators for your benchmarking purposes; defining a peer or comparison. -Using national instruments to measure student success or learning compared to other institutions. -A systematic process to evaluate and make improvements.

**Banner SHACOMI Data** – We track all student organization and co-curricular program rosters in a Banner screen called “SHACOMI”. This includes student UNumbers, position in the organization/program, and dates of participation. This includes student organizations, mentoring programs, employment (Resident Assistants, Orientation Leaders, etc).

**Card Swipe Data** – We track attendance at a majority of events hosted by Student Affairs and student organizations through the card swipe function within the OrgSync co-curricular management system (monitored by Student Development & Campus Activities).

Indirect Assessment – Any process employed to gather data, which asks students to reflect upon their knowledge, behavior, or thought processes. Taken from University of Albany Student Success Office, Chris Takis)

Direct Assessment – Any process employed to gather data, which requires students to display their knowledge, behavior, or thought processes. (Taken from University of Albany Student Success Office, Chris Takis)

**Banner Demographics Data** – We can run reports from Banner SHACOMI and/or Card Swipe data in addition to incorporating demographic data from Banner. With student UNumbers as a unique data identifier, we can start to compare the retention, GPA, race/ethnicity, and other demographic data stored in Banner with the Card Swipe attendance data and the co-curricular roster data to make assumptions of the types of students who are involved and connected on campus.

**NSSE Questions that will be used for plan**

Question 38 (SFCAREER) - Talked about career plans with a faculty member (First Year Students)

Question 40 (SFOOTHERWORK) - Worked with faculty members on activities other than coursework (First Year Students)

Question 42 (SFDISCUSS) - Discussed course topics, ideas, or concepts with a faculty member outside of class (First Year Students)

Question 136 (SESOCIAL) Provide opportunities to be social.

Question 105 & 106 (LEADER) Hold a formal leadership role in a student organization or group (First year students and Seniors)

Question 127 & 128 (QISTAFF) Quality of interaction with…Student services staff (career services, student activities, housing, etc.) (First year students and Seniors)

Question 136 (SLEARNSUP) - Using learning support services (tutoring services, writing center, etc.) (First year Students)

Question 140 & 141 (SESOCIAL) - Providing opportunities to be involved socially (First year students and Seniors)

Question 142 & 143 (SEWELLNESS) - Providing support for your overall well-being (recreation, health care, counseling, etc.) (First year students and Seniors)

Question 146 & 147 – (SEACTIVITIES) Attending campus activities and events (performing arts, athletic events, etc.) (First year students and Seniors)

Question 286 (Topical module: Senior Transitions) – Confidence in ability: Leadership skills (Seniors)