

Montana State University Billings
Division of Student Affairs
Assessment
2008-2011

VISION STATEMENT

The Division of Student Affairs at Montana State University Billings will be recognized as a regional leader for **excellence**.

MISSION STATEMENT

Montana State University Billings Student Affairs inspires active learning and promotes student engagement through EDUCATION and SERVICE.

Student Affairs Strategic Initiatives (2007-2012):

Continue to create and implement initiatives to increase access and affordability.

Create, implement and sustain recruitment and retention efforts.

Improve and personalize the quality service we provide.

Enhance the learning experience and academic success of all students.

Support student development by promoting an active, engaging and comprehensive campus life.

Recruit and retain a diverse student population.

Promote an institutional culture that fosters collaboration and mutual respect.

Learning Domain	Development Dimension	Measurable Student Learning Outcomes	Measurement Methodology	Timeline	Results/Evaluation
CAS Educational/ Intellectual LR2 Cognitive Complexity Knowledge acquisition, integration, and application	<u>Educational goals</u> Student sets, articulates, pursues educational goals	Students who complete the Fall 2008 Resident Assistant Class will be able to demonstrate knowledge of leadership, student development, and RA duties (<i>University Housing & Residential Life 2008-2009</i>).	Individual class binders will include a syllabus, class curriculum, and materials used. Student projects and assessments will be completed and compiled throughout the semester.	Completion of Fall 2008 semester.	This was completed during Fall 2009. There was a class syllabus and materials developed. Assessment was completed throughout the class through journals, papers, and individual discussions and feedback with the RAs and instructors. In the journals and class papers- RAs evaluated knowledge of leadership, student

		<p>As a result of participating in group advising sessions, student will be prepared to register the opening week of registration and have a better understanding of the registration process. (Advising Center, 2009-10)</p> <p>By participating in an orientation program, new students and their parents will gain a better understanding of the Plan of Study process (POS). (Advising Center, 2010-11)</p>	<p>Scheduling and attendance records of each group advising session. Overall verbal feedback by students.</p> <p>Results from Orientation Evaluation – Likert scale used to indicate level of learning regarding POS.</p>	<p>Advising week each semester.</p> <p>Summer Orientations on East Campus.</p>	<p>development, and RA duty related topics and individual conversations were held with the instructor to access the knowledge gained and ability to apply the knowledge to the RA job.</p> <p>Occurred on campus during fall semester for education students, pre-nursing, business and trades majors at COT. Attendance showed 10+ participation for each session. Students feedback showed that sessions were useful and provided a better understanding.</p>
	<u>Diversity</u> Student understands impact of diversity	<p>As a result of participating in various annual Martin Luther King Day and other diversity events, students will have a greater sense of diversity in the area of race and understand the</p>	<p>The completion of a voluntary survey at the end of the MLK programming (from various events)</p>	<p>Date of MLK Program and other events)</p>	<p>A Power of One week was created with a committee of students, faculty and staff to provide some cultural programming throughout MLK week. The Student Activities Board took a strong role</p>

	<p><u>Diversity</u> Student understands impact of diversity</p>	<p>impact Dr. King had on society today (Community Involvement Office & Multicultural Student Services 2008-2009).</p>			<p>in assisting with the programming from promotion to attendance at the events and were able to learn more about MLK through their involvement. Other Students who participated throughout the week were able to hear various speakers, participate in hands on activities such as the Underground Railroad simulation to gain a better/real life experience about the work of Dr. King and the lives of underprivileged individuals. Students participated in a Service Project on Saturday as part of MLK week of events and to live out the beliefs of Dr. King to serve. Evaluation results from students who participated in that service project felt a strong sense of pride and a stronger awareness in giving back to the community as Dr. King's legacy states.</p>
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		<p>their educational skill set outside of the classroom to meet those needs (Community Involvement Office 2008-2009)</p>	<p>process and connections made.</p> <p>Exit information as required by Montana Campus Compact and other funding entities.</p>	<p>MCC exit information collected at the completion of Spring 2009.</p>	<p>However, we had a higher retention rate this past year and exceeded our 75% goal- 94% of students enrolled successfully exited from the program (as opposed to 71% the year before</p>
	<p><u>Collaboration</u> Student works cooperatively with others</p>	<p>As a result of working with the Ameri Corp program at MSUB Campus Corps Stipend members will gain a greater sense of teamwork and collaboration through working with diverse campus and community entities to coordinate, implement and engage in service projects (Community Involvement Office 2008-2009).</p>	<p>Self efficacy and program involvement survey to be completed at the completion of their service.</p>	<p>Completion of the service during the 2008-2009 Academic Year.</p>	<p>Data is based on Americorps enrollment forms, WBRs database system (used to enroll/exit members) The Campus Corps service team gained a sense of responsibility to their community, are more aware of critical community needs, and believe that their service made a positive impact on the community as demonstrated in their year-end Program Evaluation</p>
		<p>As a result of working with the Peer eLearning assistant, student will be able to access</p>	<p>Implementation of position and a student satisfaction survey.</p>	<p>Fall 2009</p>	<p>Results unavailable at this time.</p>
			<p>American Indian student satisfactory surveys.</p>		

	<u>Collaboration</u> Student works cooperatively with others	eLearning more easily and with greater satisfaction increasing the probability of their success. (Academic Support Center 2009-2010) Students, staff and faculty will learn how to collaborate on the planning and implementation of a university Pow Wow utilizing academic administrative resources. (American Indian Outreach 2009-2010)		American Indian student satisfactory surveys.	
	<u>Intellectual Growth</u> Uses complex info from variety of sources to form decision or opinion; gets degree	After freshmen students attend a Registration Session they will be able to plan a course time and schedule, as well as log into their secure area to register for classes and locate financial aid information (College of Technology 2008-2009). After students attend an orientation session, they will be able to navigate the campus computer system and identify the student services available at the College of Technology (College	Survey completed by each participant after registration sessions. Use of tracking to measure persistence of students from fall to spring and fall to fall who attend orientation programs vs. those students who do not attend.	Surveys will be completed following each Registration Session and will be compiled in Sept. 2008 and Jan. 2009. Tracking occurs after the 15 th day of each semester.	Surveys were completed by each student who participated in Registration and Orientation. The data has been compiled for Fall 2008. Data will be compiled for Spring 2009 by the end of the summer. Measurement 2: Data will be compiled for fall to spring and fall to fall retention after the 15 th day of the fall 2009 semester.

	<p><u>Intellectual Growth</u> Uses complex info from variety of sources to form decision or opinion; gets degree</p>	<p><i>of Technology 2008-2009).</i></p> <hr/> <p>As a result of participating in Return to Learn seminar, students will have a better understanding of campus resources and policies. <i>(Student Opportunity Services 2009-2010)</i></p> <hr/> <p>By using the eWrite COMPASS test in DevEd English courses students will be able to</p>	<hr/> <p>There will be a rise in scores between the pre-test administered at the beginning of Return to Learn and the post-test administered at the end of Return to Learn.</p> <hr/> <p>Gather and track gain scores, and subsequent course grades.</p>	<hr/> <p>Completed by the second day of Return to Learn both fall and spring semesters.</p> <hr/> <p>Fall 2009 and Spring 2010.</p>	<hr/> <p>Evaluations showed that over 90% of students believe they have a better understanding of campus resources and policies.</p> <hr/> <p>* Effectiveness won't be known until several semesters of data can be analyzed.</p>
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	<p><u>Intellectual Growth</u> Uses complex info from variety of sources to form decision or opinion; gets degree</p>	<p>increase their awareness of their writing strengths and weaknesses and develop the needed skills to succeed in subsequent writing courses. (Academic Support Center 2009-2010)</p> <hr/> <p>As a result of participating in the Math pilot section (modular learning), student will be able to more effectively acquire skills to be successful in their post-DevEd Math courses. (Academic Support Center 2010-11)</p> <hr/> <p>By using an authentic assessment, students will be able to increase their awareness of their writing strengths and weaknesses and develop the needed skills to succeed in subsequent writing courses. (Academic Support Center 2010-2011)</p>	<p>eWrite scores will be compared to course grades to help determine an appropriate cut score.</p> <hr/> <p>Gather and track gain scores, retention data, and subsequent course grades.</p> <hr/> <p>Gather and track gain scores, and subsequent course grades. EWrite scores will be compared to course grades to help determine an appropriate cut score.</p>	<p></p> <hr/> <p>Two sections of M095 and one section M090 will be piloted using the module mastery learning model Fall 2101</p> <hr/> <p>Sections WRIT095 will pilot eWrite portion of the COMPASS test. Pre-Post-tests will be given in all WRIT095 courses.</p>	<p></p> <hr/> <p>* Effectiveness won't be known until several semesters of data can be analyzed.</p>
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	<p><u>Social responsibility</u> Student understands and participates in relevant governance systems</p>	<p>.....</p> <p>As a result of students participating in the Student United Way, they will have a stronger understanding of the role of United Way of Yellowstone County and they will understand and implement programming needs around the issues of Education, Income and Health. Community Involvement Office (2009-2010)</p> <p>.....</p> <p>Students who qualify for the Campus Corps program will learn about the program, how to enroll and how their academic skill sets can meet community needs. Community Involvement Office (2009-2010)</p>	<p>.....</p> <p>A leadership team will be created and will develop a strategic plan for the year. Evaluations will be completed after service projects, programs, etc.</p> <p>.....</p> <p>Enrollment and exit paperwork, WBRS database system.</p> <p>Promotional materials will be created to distribute at meeting with key constituencies about the campus corps program</p>	<p>.....</p> <p>Completion Summer 2009</p> <p>.....</p> <p>Summer and Fall 2009.</p>	<p>community needs through their projects. Due to the positive response, some student organizations have asked to participate in Service Saturday both Fall and Spring Semesters (vs. just once during the year) which is an indicator of positive results.</p> <p>.....</p> <p>Student United Way was successfully launched Sept. 2009 with an average of 18 students attending meetings. Through various meetings and service activities Fall and Spring 09-10, Student United Way participants gained a better understanding of all aspects related to United Way programs.</p> <p>.....</p> <p>Various orientations took place over the 09-10 academic year with over 40 students enrolling in the program.</p>
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	<u>Social responsibility</u> Student understands and participates in relevant governance systems	Convert the existing 1 credit ASC 101 College Success Strategies into a 2 credit course with a service learning component. As a result, students will obtain and apply an understanding of basic skills, knowledge and resources to be a successful member of the MSU Billings community, understand the value of service learning as it relates to civic responsibility and develop an awareness of human diversity. (Academic Support Center and Community Involvement, 2010-11)	Pre- and post-test related to understanding of civic engagement and service learning. Pre- and post-tests will be reviewed by a team of faculty and staff end of Fall semester.	End of Fall Semester, 2010	
	<u>Leadership</u> Student serves in leadership position in student organization	By attending and participating in the Fall 2008 student leadership retreat, students will be able to demonstrate knowledge of leadership styles and skills, event management/programming, and organizational theory (University Housing & Residential Life 2008-2009)	Fall 2008 Leadership Retreat participation and follow up evaluation. End of year evaluation of goals and objectives of Student Life Team. Evaluations from Student Life Committee members at the end of the year.	Leadership Retreat evaluations by the 3 rd week of school. Goal and objective evaluation by the end of the Spring 2009. Final committee evaluations by the end of the Spring 2009.	The 2008-2009 Student Life Team met regularly throughout the year and wrapped up at the end of Spring 2009. This included a new group concept for welcome week; a fall student leadership retreat (evals were completed) and continual evaluation of the student life initiatives by the committee. This will continue into fall 2009-Spring 2010. The evaluations from the

		<p>.....</p> <p>As a result of participation in the Residence Hall Association and sponsored hall programs students will gain a greater sense of the concept of leadership and develop skills related to successful leadership of groups (University Housing & Residential Life 2008-2009).</p>		<p>.....</p> <p>Evaluations completed after each program by student participants and compiled at the end of the 2008-2009 Academic Year.</p> <p>Completed at the end of the 2008-2009 Academic Year.</p>	<p>retreat identified what topics and areas were useful</p> <p>.....</p> <p>The evaluation of RHA programs was not completed and is moved to a goal for 2009-2010.</p> <p>The goal of year end self efficacy evaluations will be moved to 2009-2010.</p> <p>However, a higher percentage of RHA leadership staff applied for RA jobs than in past years and a higher percentage of RHA leadership returned in leadership roles for the 2009-2010 school year.</p>
	<p><u>Leadership</u> Student serves in leadership position in student organization</p>	<p>.....</p> <p>As a result of participation in the Resident Assistant training course at the beginning of the year students will develop a better understanding of leadership skills and begin to develop their personal leadership style (University Housing & Residential Life 2008-2009).</p>	<p>.....</p> <p>Evaluations of RHA sponsored programs filled out by participants.</p> <p>Year end self efficacy evaluations completed by RHA Executive Board members.</p> <p>.....</p> <p>Evaluation and feedback on the Resident Assistant training course with a specific question on personal leadership style and development.</p>	<p>.....</p> <p>Evaluations completed after the completion of the Resident Assistant training course before the beginning of the 2008-2009 Academic Year.</p>	<p>.....</p> <p>A learning assessment checklist was reviewed and evaluated at the end of the training. A list of all topic areas were listed by category on the learning assessment and RAs identified what areas they had a full understanding of and what area they would continue to work with their hall director on to gain more knowledge and</p>

	<u>Leadership</u> Student serves in leadership position in student organization	..... Students attending the ELP Fall retreat will gain an appreciation and understanding of the importance of becoming a student leader as well as find ways to connect and get involved with student organizations on campus. (University Housing and Residential Life 2009-2010 and 2010-11)	..... All students will take the Strengths Finders 2.0 assessment as well as an exit survey upon leaving the retreat.	..... Fall 2009	..... understanding. Results unavailable
		..... Upon completing the 2 credit leadership course, upper class students will gain experience with personal and group leadership dynamics. They will also gain an appreciation for leadership roles outside of the classroom through the Service Learning component in the course (University Housing and Residential Life and Office for Community Involvement 2009-2010)	..... Students will be required to complete a self reflection assignment as well as an end of course evaluation.	..... Fall 2009	..... Results unavailable
		..... As a result of the COT Student Life Leadership Team, students will gain experience in programming and	..... Student Life Leadership Team will be developed in Sept. 2010 and will include 15 students.	..... Fall 2010	

		leadership development (Student Life, 2010-11)			
	<u>Career</u> Student makes career choice based on interests, values, skills, abilities	As a result of attending and participating in the AS & C 101 course, students will be able to articulate their career choices more fluently (Career Services 2008-2009).	Pre and Post evaluations of students knowledge of career opportunities.	By completion of Fall 2008 semester.	Delivered 3 classes w/ 12 students; conducted pre-and post-assess; N=12: <u>POST</u> 83% said session was effective in helping to plan course of action at MSUB 88% know how to get started in career (40% pre) 78% know own personality match with careers (56% pre-)
		..... As a result of attending the College of Technology Career Fair students will gain more knowledge of career options and potential employers (Career Services 2008-2009)	..... Documentation of student and employer participation and the administration of event evaluations	..... By October 28, 2008.	..... Hosted Oct 28 <i>Tech Expo</i> with 30 employers + 200 students.
		..... As a result of attending a summer Orientation session students will have a greater understanding of the opportunities & resources available from	..... Participant evaluations completed after each orientation session.	..... At the completion of summer orientation programs.	..... According to 2008 Summer Orientation Evaluations, 95% of students feel more familiar with MSUB, 90% said they are more aware of their admissions status,

	<p><u>Career</u> Student makes career choice based on interests, values, skills, abilities</p>	<p>Career Services (<i>New Student Services 2008-2009</i>).</p>			<p>83% said they were more knowledgeable of their financial aid status and better understand the award process, 85% were more aware of estimated costs to attend college, and 85% now have a plan to pay for college as a result of attending an orientation. Regarding "increased my knowledge" of various areas on campus, over 90% of the students stated they "Absolutely" have more knowledge now of the advising process, dining/housing, career services, campus involvement and other general information.</p>
		<p>By using Career Counseling, Internships and other CSWS, students will clarify their career goals. (Career Services, 2010-11)</p>	<p>Evals completed by each student will include: How did your CSWS/CE and career counseling experience clarify your career goals?</p>	<p>Summer 10 and 11 evaluations</p>	

Learning Domain	Development Dimension	Measurable Outcome	Measurement Methodology	Timeline	Results/Evaluation
CAS Emotional/ Personal	<u>Self-esteem</u> Student shows respect for self and others	Student employees will learn university policies and procedures and be better prepared to assist the campus clientele when and where needed (Jackets & Company 2008-2009).	Manual created and distributed to and training of all employees regarding manual and content with signed statement of receipt and verified reading.	Manual created by August 31, 2008 and distributed to staff by September 2, 2008.	Completed manual. The manual was completed with the basic information needed for cashiers by August 31, but the complete manual was not updated and finished until April, 2009. As this is an ongoing project, we will continue to work on yearly updates and provide training as needed. The manual as evidence is available in the Jackets and Company location.
		Students who actively participate in the programming associated with the Student Volunteerism Club will gain a better understanding of self respect and respect for others within the community (Community Involvement Office 2008-2009).	Participation and self efficacy evaluation completed by club members at the end of each semester.	Evaluations completed and compiled at the end of each semester during the 2008-2009 Academic Year.	The SVC had 5 regularly attending SVC members which were tracked through meeting minutes and projects sign-in sheets. Within these meetings, students built the confidence to connect with each other as well as connect with community agencies in the surrounding area.
		As a result of an educational campaign to inform students of the	Educational information distributed in wide	Fall 2010 the policy will be known and	Student, staff and faculty were compliant with new policies.

		MSUB smoking policy, students and staff will be able to make informed conscious choices whether or not to smoke only in designated areas of campus. (<i>Student Health Services 2009-2010</i>)	range of format before the policy is in effect.	accepted.	
LR2 Interpersonal and intrapersonal competence	<u>Self-appraisal</u> Student articulates personal skills & abilities	As a result of participating in an intake interview, students will be able to describe the term self-advocacy and how it applies to them (<i>Disability Support Services 2008-2009</i>).	Students will have a written self-advocacy plan when their intake interview is complete.	Ongoing during the 2008/2009 Academic Year during intake interviews.	Form designed 7/08. This form, along with a DSS ID card, allows students to have autonomy that they do not receive in other notification systems. I shared this information with the DSS listserv and had an enthusiastic response with more than twenty requests for the form.
Practical Competence Persistence and academic achievement	<u>Values</u> Student acts in congruence with personal values	As a result of meeting with a university hearing officer for a student conduct issue students will gain a better understanding of their personal values and how those values impact their decision making in different situations (<i>University Housing & Residential Life 2008-2009</i>).	Completion of student conduct hearing evaluation and/or monitoring annual recidivism rates amongst students.	Throughout the 2008-2009 Academic Year.	This was not completed during 2008-09 but is moved to a goal for 2009-2010.
	<u>Spiritual</u>	As a result of	Completion of	Ongoing during the	

	Student develops and articulates personal belief system	participating in co-sponsored programming within the residence halls students will learn more about spiritual issues concerning college students and develop resources which support those issues within the campus community (Campus Ministry Groups/University Housing & Residential Life 2008-2009).	residence hall programming evaluations by students participating in the activity.	2008/2009 Academic Year.	This was not completed during 2008-09 but is moved to a goal for 2009-2010.
	<u>Lifestyle</u> Student achieves balance between work, education, leisure	Students who participate in residence hall programming will gain a better understanding of how to manage their time in relation to work, academics and leisure time (University Housing & Residential Life 2008-2009).	Specific time management question on program evaluations done by students who participate in residence hall programming.	Throughout the 2008-2009 Academic Year.	The RA evaluation survey completed in Fall 2008 indicated that 85% of the students participated in hall/floor programs (agree or strongly agree) and 79% felt there was a academic atmosphere in the residence halls (agree or strongly agree).
	<u>Independence</u> Student exhibits self-reliant behavior	As a result of attending a summer orientation session students will be able to successfully enter their secure area and navigate the resources available (New Student Services 2008-2009).	Participant evaluations completed after each orientation session.	At the completion of summer orientation programs.	According to 2008 Summer Orientation Evaluations, 95% of students feel more familiar with MSUB, 90% said they are more aware of their admissions status, 83% said they were more knowledgeable of their financial aid status and better understand the

					award process, 85% were more aware of estimated costs to attend college, and 85% now have a plan to pay for college as a result of attending an orientation. Regarding "increased my knowledge" of various areas on campus, over 90% of the students stated they "Absolutely" have more knowledge now of the advising process, dining/housing, career services, campus involvement and other general information.
	<u>Independence</u> Student exhibits self-reliant behavior	..... Participation in the program will result in skills and support needed to complete the FAFSA and/or scholarships (<i>Talent Search 2008-2009</i>). .....	..... Advisors will retain copies of documents related to application of financial assistance in student files.	..... High school Junior year through college enrollment.	..... 99% (112/113) of "PSE ready" Project participants applied for financial aid during the budget period.
	<u>Interpersonal</u> Student develops & maintains satisfying interpersonal relationships	As a result of mandatory advising sessions, students assigned to the Advising Center will have visited with an advisor before registration of Spring 2009 (<i>Academic Advising Center 2008-2009</i>).	Fall list will be analyzed and show the number of students retained from fall to spring by Spring 2009 enrollment for students assigned to the Advising Center.	Prior to Spring 2009 Registration.	Reports were run and lists distributed to advisors to email students and list sent by Director to Deans and Admin Assistants to forward to dept. chairs/faculty to contact their list of students. Lists started at 600+ students for Advising

		<p>.....</p> <p>As a result of floor and residence hall relationships with Resident Assistants students will feel they have an advocate within the halls and a person to go for issues, concerns, or resources (University Housing & Residential Life 2008-2009).</p>	<p>.....</p> <p>Use of semester RA performance and self evaluations, as well as resident surveys completed about their floor RAs.</p>	<p>.....</p> <p>Semesterly completion of performance, self and resident evaluations during the 2008-2009 Academic Year.</p>	<p>Center and reduced down to less than 100 with the final mailing before semester started, so more than 50% returned.</p> <p>The RA evaluations from Fall and Spring semesters indicate that an average of 85% of students indicated they agree or strongly agree that their RAs is a resource person who will assist them.</p>
	<p><u>Healthy behavior</u> Student articulates relationship between health & wellness and accomplishing life-long goals</p>	<p>As a result of attending a summer Orientation session students will have a greater understanding of the services available to them through the Student Health Services (New Student Services 2008-2009).</p> <p>Through a Tobacco Cessation program, student will be able to learn about and consider options available to them that will support their decision to discontinue tobacco use, whenever that decision is made (Student Health Services, 2010-11)</p>	<p>Participant evaluations completed after each orientation session.</p> <p>.....</p> <p>Students will be asked through a one-question survey if they learned anything about tobacco cessation that they could apply to their situation.</p>	<p>At the completion of summer orientation programs.</p> <p>.....</p> <p>Fall 10</p>	<p>Orientation was completely revamped. Initial evaluations show students and parents were satisfied and gained overall knowledge of key items such as Student Health Services.</p> <p>.....</p>