

**Montana State University Billings
Division of Student Affairs
Assessment Plan – 2008-2012**

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>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><u>Diversity</u> Student understands impact of diversity</p>	<p>As a result of reading the mental health webpage, students will better understand depression/suicidal thoughts and be able to identify a number of campus and community resources <i>(Disability Support Services 2008-2009).</i> 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 impact Dr. King had on society today <i>(Community Involvement Office & Multicultural Student Services 2008-2009).</i></p>	<p>The completion of webpage additions regarding mental health issues and resources. The completion of a voluntary survey at the end of the MLK programming (from various events)</p>	<p>2008/2009 Academic Year (Date of MLK Program and other events)</p>	<p>A new webpage was not created. A link to the DSS website was added to the SHS website. Some students with mental health issues do not realize that they might be considered a person with a disability, so it gives them a way to connect with DSS information. 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 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</p>

		<p>.....</p> <p>As a result of participating in the annual MSUB Pow wow students will gain a greater sense of the Native American culture and its value to the state of Montana <i>(Multicultural Student Services 2008-2009).</i></p>	<p>.....</p> <p>The completion of a voluntary survey at the end of the Pow wow...Possibly through email and collect student names and emails at the event.</p>	<p>.....</p> <p>(Date of the Pow wow)</p>	<p>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> <p>.....</p> <p>Assessments were not done for the 2008-2009 academic year. Will be assessed in the 09-10 academic year.</p>
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	<p><u>Communication</u> Student speaks and writes effectively</p> <p><u>Communication</u> Student speaks and writes effectively</p>	<p>Students will display effective written communication skills and sufficient knowledge of the program to complete a UCARD application successfully (<i>Business Operations 2008-2009</i>).</p>	<p>Track the number of successfully completed UCARD applications vs. the number of incomplete applications</p>	<p>Ongoing during the 2008/2009 Academic Year</p>	<p>An assessment has been done of the Fall, 2009 UCARD application forms received as of July 28, 2009. A total of 161 applications have been received.</p> <p>Twenty-nine of those applications did not include an amount on them, thus they could not be billed. It is our experience that some students think that they need to fill out a UCARD application under two incorrect assumptions:</p> <p>(a) The students think they need to fill out the application in order to receive ID cards</p> <p>(b)The students think they need to complete an application even if they don't want any funds posted to their accounts. In other words, they think they need to indicate that they do not want any funds posted or funds will end up being posted to their accounts. Forty of the applications did not have the students' banner id numbers on them.</p>
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		<p>.....</p> <p>As a result of participation in the Career Services Student Advocate program students will increase their verbal and written communication skills after working with peers and administrators <i>(Career Services 2008-2009)</i>.</p> <p>.....</p> <p>By using the eWrite COMPASS test in DevEd English courses students will be able to increase their awareness of their</p>	<p>.....</p> <p>Self efficacy survey completed by CS Student Advocates at the completion of their service.</p> <p>.....</p> <p>Gather and track gain scores, and subsequent course grades.</p> <p>eWrite scores will be compared to course</p>	<p>.....</p> <p>Completion of the 2008-2009 Academic Year.</p> <p>.....</p> <p>Fall 2009 and Spring 2010.</p>	<p>They either had the students' social security numbers on them or most often, no number at all. In order to process billing, the students' banner id numbers had to be looked up prior to billing.</p> <p>.....</p> <p>Delivered career curriculum to Student Advocates; conducted pre-and post assessment.</p> <p>40% increase in confidence of major choice.</p> <p>40% increase in understanding career fields related to major.</p> <p>60% increase in understanding of career assessments.</p> <p>40% increase in interview skills.</p> <p>.....</p>
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		<p>writing strengths and weaknesses and develop the needed skills to succeed in subsequent writing courses. (<i>Academic Support Center 2009-2010</i>)</p>	<p>grades to help determine an appropriate cut score.</p> <p>*Effectiveness won't be known until several semesters of data can be analyzed.</p>		
	<p><u>Collaboration</u> Student works cooperatively with others</p>	<p>As a result of the College of Education members' term of service, he/she will be able to verbalize community needs in Billings, and how they would be able to apply their educational skill set outside of the classroom to meet those needs (<i>Community Involvement Office 2008-2009</i>)</p> <p>.....</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</p>	<p>Submission of two great stories from work within the community.</p> <p>Internal CIO exit evaluation of process and connections made.</p> <p>Exit information as required by Montana Campus Compact and other funding entities.</p> <p>.....</p> <p>Self efficacy and program involvement survey to be completed at the completion of their service.</p>	<p>Two great stories submitted twice during the 2008/2009 Academic Year</p> <p>Internal CIO evaluation and MCC exit information collected at the completion of Spring 2009.</p> <p>.....</p> <p>Completion of the service during the 2008-2009 Academic Year.</p>	<p>We ended the year with fewer COE students enrolled than the goal was set for:</p> <p>2007-2008: 34 2008-2009: 18</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>Data is based on Americorps enrollment forms, WBRs database system (used to enroll/exit members)</p> <p>.....</p> <p>The Campus Corps service team gained a sense of responsibility to their community, are more aware of critical community needs, and</p>

		<p>collaboration through working with diverse campus and community entities to coordinate, implement and engage in service projects (Community Involvement Office 2008-2009).</p> <p>.....</p> <p>As a result of working with the Peer eLearning assistant, student will be able to access eLearning more easily and with greater satisfaction increasing the probability of their success. (Academic Support Center 2009-2010)</p> <p>.....</p> <p>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)</p>	<p>.....</p> <p>Implementation of position and a student satisfaction survey.</p> <p>.....</p> <p>American Indian student satisfactory surveys.</p>	<p>.....</p> <p>Fall 2009</p> <p>.....</p> <p>American Indian student satisfactory surveys.</p>	<p>believe that their service made a positive impact on the community as demonstrated in their year-end Program Evaluation</p> <p>.....</p>
	<p><u>Intellectual Growth</u> Uses complex info from variety of sources to form</p>	<p>After freshmen students attend a Registration Session they will be able to plan a course time</p>	<p>Survey completed by each participant after registration sessions.</p>	<p>Surveys will be completed following each Registration Session and will be compiled in Sept.</p>	<p>Surveys were completed by each student who participated in Registration and</p>

	<p>decision or opinion; gets degree</p> <p><u>Intellectual Growth</u> Uses complex info from variety of sources to form decision or opinion; gets degree</p>	<p>and schedule, as well as log into their secure area to register for classes and locate financial aid information (<i>College of Technology 2008-2009</i>).</p> <p>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 (<i>College of Technology 2008-2009</i>).</p> <p>.....</p> <p>Upon completion of orientation sessions students will be able to perform the appropriate sequence of steps to establish and use a UCARD account for purchases on campus (<i>Business Operations 2008-2009</i>)</p>	<p>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.</p> <p>.....</p> <p>Assessment question will be created regarding the UCARD application process for orientation sessions, as well as tracking the number of successfully completed UCARD applications.</p> <p>.....</p>	<p>2008 and Jan. 2009. Tracking occurs after the 15th day of each semester.</p> <p>.....</p> <p>By the end of the July 2009.</p> <p>.....</p>	<p>Orientation. The data has been compiled for Fall 2008. Data will be compiled for Spring 2009 by the end of the summer.</p> <p>Measurement 2: Data will be compiled for fall to spring and fall to fall retention after the 15th day of the fall 2009 semester.</p> <p>.....</p> <p>This goal was not completed. An assessment question was not submitted by Business Operations. This would have been done during the Orientation sessions on May 22, June 9, and June 22 of this year. The Office was being restructured at that time, and that became a priority. Now that the ID/UCARD operation has become more closely affiliated with New Student Services and Admissions and Records, this will be more easily accomplished.</p> <p>.....</p>
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		<p>As a result of participating in Return to Learn seminar, students will have a better understanding of campus resources and policies.</p> <p><i>(Student Opportunity Services 2009-2010)</i></p>	<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>	<p>Completed by the second day of Return to Learn both fall and spring semesters.</p>	
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		<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.</p> <p>Community Involvement Office <i>(2009-2010)</i></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>Completion Summer 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>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.</p> <p>Community Involvement Office <i>(2009-2010)</i></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>Summer and Fall 2009.</p>	

	<p><u>Leadership</u> Student serves in leadership position in student organization</p> <p><u>Leadership</u> Student serves in leadership position in student organization</p>	<p>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)</p> <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>Fall 2008 Leadership Retreat participation and follow up evaluation.</p> <p>End of year evaluation of goals and objectives of Student Life Team.</p> <p>Evaluations from Student Life Committee members at the end of the year.</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>Leadership Retreat evaluations by the 3rd week of school.</p> <p>Goal and objective evaluation by the end of the Spring 2009.</p> <p>Final committee evaluations by the end of the Spring 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>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 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>
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		<p>understanding of the opportunities & resources available from Career Services (<i>New Student Services 2008-2009</i>).</p>			<p>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.</p>
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Learning Domain	Development Dimension	Measurable Outcome	Measurement Methodology	Timeline	Results/Evaluation
<p>CAS Emotional/ Personal</p>	<p><u>Self-esteem</u> Student shows respect for self and others</p>	<p>Student employees will learn university policies and procedures and be better prepared to assist the campus clientele when and where needed (<i>Jackets & Company 2008-2009</i>).</p>	<p>Manual created and distributed to and training of all employees regarding manual and content with signed statement of receipt and verified reading.</p>	<p>Manual created by August 31, 2008 and distributed to staff by September 2, 2008.</p>	<p>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.</p>
		<p>..... 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 (<i>Community Involvement Office 2008-2009</i>).</p>	<p>..... Participation and self efficacy evaluation completed by club members at the end of each semester.</p>	<p>..... Evaluations completed and compiled at the end of each semester during the 2008-2009 Academic Year.</p>	<p>..... 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.</p>
		<p>..... As a result of an educational campaign to</p>	<p>..... Educational information</p>	<p>..... Fall 2010 the policy will be</p>	<p>.....</p>

		inform students of the 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>)	distributed in wide range of format before the policy is in effect.	known and 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> Student develops	As a result of participating in co-	Completion of residence hall	Ongoing during the 2008/2009	

	and articulates personal belief system	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 (<i>Campus Ministry Groups/University Housing & Residential Life 2008-2009</i>).	programming evaluations by students participating in the activity.	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 (<i>University Housing & Residential Life 2008-2009</i>).	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 (<i>New Student Services 2008-2009</i>).	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%

	<p><u>Independence</u> Student exhibits self-reliant behavior</p>	<p>***** Students will demonstrate the ability to analyze data provided on their personal form as well as in the New Student Guide to decide how much money to place in their UCARD account (Business Office 2008-2009).</p> <p>*****</p> <p>Participation in the program will result in skills and support needed to complete the FAFSA and/or</p>	<p>Tracking the number of successfully completed UCARD transactions vs. the number of incomplete transactions.</p> <p>Advisors will retain copies of documents related to application of financial assistance</p>	<p>Ongoing during the 2008/2009 Academic Year.</p> <p>High school Junior year through college enrollment.</p>	<p>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>Of 161 applications received for Fall, 2009, 132 of them demonstrated that the students understood the process of completing the application. In addition, those students chose reasonable amounts to place in their UCARD accounts.</p> <p>99% (112/113) of "PSE ready" Project participants applied for financial aid during the budget</p>
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		scholarships (<i>Talent Search 2008-2009</i>).	in student files.		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>). 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 (<i>University Housing & Residential Life 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. Use of semester RA performance and self evaluations, as well as resident surveys completed about their floor RAs.	Prior to Spring 2009 Registration. Semesterly completion of performance, self and resident evaluations during the 2008-2009 Academic Year.	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 Center and reduced down to less than 100 with the final mailing before semester started, so more than 50% returned. 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.
	<u>Healthy behavior</u> Student articulates relationship between health & wellness and accomplishing life-long goals	As a result of attending a summer Orientation session students will have a greater understanding of the services available to them through the	Participant evaluations completed after each orientation session.	At the completion of summer orientation programs.	Orientation was completely revamped. Initial evaluations show students and parents were satisfied and gained overall knowledge of key items

		<p>Student Health Services <i>(New Student Services 2008-2009)</i>.</p> <p>.....</p> <p>By being able to easily navigate the SHS website and find information on self care, the student will be able to care for their minor illnesses and know when and where to seek medical care when necessary. (<i>Student Health Service 2009-2010</i>)</p>			<p>such as Student Health Services.</p> <p>.....</p>
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