<table>
<thead>
<tr>
<th>Department</th>
<th>SLOs Assessed (Student Life Learning Domains / Thiel College Learning Goals)</th>
<th>Assessment Outcomes</th>
<th>Activity and Reflection</th>
<th>Number Assessed</th>
<th>Action Items</th>
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<tbody>
<tr>
<td>Counseling</td>
<td>1. Student will become knowledgeable of a variety of campus resources and utilize as needed to meet individual needs (SLLD 1 / TCLG 7).</td>
<td>4.46/5.0</td>
<td>The department conducted a survey for all students participating in the program. The survey tool was developed to determine growth and learning as result of participation, and to determine general satisfaction with the program. The survey scores were determined using a 5 point Likert scale. In general, the center was found to meeting its goals. Some changes to the assessment tools have been proposed (including the use of the DSM 5 for diagnostic purposes). Although the survey served as a good source of indirect assessment, the center will produce more documentation of direct assessment moving forward.</td>
<td>26 (N=69)</td>
<td>All students that participated in counseling were asked to participate in the survey.</td>
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<td>2. Student will be able to clearly identify and articulate symptoms of presenting problem and/or mental health diagnosis (SLLD 2 / TCLG 7).</td>
<td>4.62/5.0</td>
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<td>3. Student will be able to identify individual treatment goals based upon presenting problem and identify steps to be taken in order to achieve these goals (SLLD 3 / TCLG 7).</td>
<td>4.54/5.0</td>
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<td>4. Student will be become knowledgeable of mental health crisis services both locally and nationally, which can be accessed in emergency situations (SLLD 4 / TCLG 7).</td>
<td>4.46/5.0</td>
<td>The counselor also maintained thorough documentation of each client. The documentation was used to assess client progress throughout the process. The counselor closely monitored student documentation throughout the duration of the year to inform specific practices for students. Likewise, the documentation was also used to determine action items for the next academic year.</td>
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<td>5. Student will be able to identify and provide examples of application of healthy and positive coping mechanisms to manage individual problems/stressors (SLLD 5 / TCLG 7).</td>
<td>4.5/5.0</td>
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**Improving Student Learning**
1. The center will use the DSM 5 diagnostic tool moving forward.
2. The center will modify its mission statement to be more inclusive.
3. The center will focus more attention on educating students on how to determine symptoms and/or factors leading to specific challenges they are facing.

**Improving Assessment**
1. The center will modify assessment efforts to provide more direct assessment results (i.e. copies of rubrics used to assess student learning).
2. The center will provide documentation of student produced reflections as evidence of learning.
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| Residence Life | 1. Students will gain relevant knowledge about a variety of social issues they are likely to face in and beyond the college experience (SLLD 1 / TCLG 1, 7).  
2. First year students will learn and develop skills that help to build productive relationships with peers, in the context of a new living community (SLLD 2 / TCLG 7).  
3. Students will be exposed to peers from different backgrounds and beliefs, and will develop an appreciation for those that are different from them (SLLD 3 / TCLG 5 & 7).  
4. As a result of living in campus housing, students will develop skills that will help them to function independently in a learning community (SLLD 4 / TCLG 7).  
5. Resident Assistants will learn how to apply communication and leadership skills to their work in the residence halls (SLLD 5 / TCLG 1 & 7). | Results supported learning in relation to specific social issues (i.e. substance abuse & sexual conduct). However they also identified the need for more variety of programming related to this goal.  
94% of participants identified and/or exemplified skill development, with communication, social, and practical skills ranking highest.  
>50% Range  
Social Skills, Independence, Communication, Time Management, & Org. Skills  
30-49% Range  
Problem Solving, Active Listening, Assertiveness, & Confrontation Skills.  
<30% Range  
Conflict Mediation  
100% of RAs demonstrated improved communication and leadership skills. | The department conducted a series of focus groups and utilized programming summary documents to assess the first outcome. The programming reports were less useful for assessing learning outcomes, but the focus groups were very beneficial. Based on our findings we determined that we are doing well in educating students on specific issues, but we need to offer additional programming to address a wider variety of issues.  
The department conducted a survey and collected student reflection papers. Students learning/development was achieved in most categories. However, the results supported the need for more focus on the development of confrontation and problem solving skills.  
Students were invited to participate in a survey that measured skill development. All students were asked to participate, and 32% completed the instrument. Majority of students indicated the most growth in communication and practical skills associated with independence, but the program should focus more attention on more complex skills like conflict mediation.  
The department used reflection essays and staff evaluations to assess this outcome. Although all RAs demonstrated learning or development, they achieved varying results. The program will develop rubrics to better assess and plan moving forward. | 36 (N=65) | Improving Student Learning  
1. The department will broaden academic and developmental programming within the residence halls to address a larger variety of social issues.  
2. The department will become more intentional with regards to collaborative programming with Multicultural & International Student Affairs Departments. This outcome was not assessed by the department in 2013-14. Therefore, results are undetermined.  
3. The department will develop additional strategies for developing more complex skills like problem solving, confrontation, mediation, etc. |
|          |                                                                                   |                     |                         | 144 (N=355) | Improving Assessment  
1. Departmental assessment practices were primarily indirect (i.e. student survey, evaluations, etc.). Moving forward the department will utilize more direct assessment tools (i.e. rubrics, student reflections, etc.), and better define some of the goals.  
2. Pre- and post-tests will be given to resident assistants before and after annual training programs.  
3. The department will partner with other departments to create some collaborative assessment tools for shared goals (i.e. diversity & multiculturalism). |                      |                         | 351 (N=1100) |             |
|          |                                                                                   |                     |                         | 43 (N=43)  |             |
## Student Life Department Assessments – AY 13/14

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<td>Intramural Athletics</td>
<td>1. As a result of participating in the Intramural Sports program (individually or as part of a team), students will develop or further develop meaningful relationships with their peers (SLLD 2 / TCLG 7).</td>
<td>3.72 / 5.0</td>
<td>The department conducted a survey for all students participating in the program. The survey tool was used to collect information and data related to the goals for all participants (students playing the sports and student employees). <strong>Based on feedback and observations, many of the goals are being met in this program with room for improvement. The assessment and educational/developmental processes also need further development and improvement.</strong></td>
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<td></td>
<td>2. As a result of serving as a student employee for the Thiel College Intramural program, students will further develop communication and organization skills (SLLD 3 / TCLG 1).</td>
<td>4.55 / 5.0</td>
<td>The department used professional evaluations, surveys, and reflection papers to assess the learning and growth of the student employees working within intramurals. <strong>The director was satisfied with the overall performance and learning/development of student employees. There was a disconnect between survey results from the actual student athletes and the student employees. Employees rated themselves higher than the students participating in the program. Further exploration is needed.</strong></td>
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<td></td>
<td>3. As a result of serving as a student employee for the Thiel College Intramural program, students will learn how to record statistics for a variety of sports (SLLD 3 / TCLG 1).</td>
<td>4.77 / 5.0</td>
<td></td>
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<td></td>
<td>4. Through participation as an official in the Thiel College Intramural program, students will learn rules for each sport and enforce those rules during live competition (SLLD 5 / TCLG 7).</td>
<td>4.88 / 5.0 (officials) 3.16 / 5.0 (participants)</td>
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<td>89 (N=493)</td>
<td><strong>Improving Student Learning</strong> 1. More clearly defined goals will be shared with the student participants, and more training/education will take place throughout their participation in the program.</td>
</tr>
<tr>
<td>9 (N=9)</td>
<td>2. The program will reinforce the practical experience of forming healthy habits with an enhanced academic approach. For example, students participating in various sports will be taught various health lessons as part of their participation in the program.</td>
</tr>
<tr>
<td>9 (N=9)</td>
<td>3. The learning goal associated with the development of meaningful relationships should be refined to focus on actual skills learned.</td>
</tr>
<tr>
<td>9 (N=9)</td>
<td><strong>Improving Assessment</strong> 1. The department will create learning rubrics for student employees and assess the students at various stages of employment.</td>
</tr>
<tr>
<td></td>
<td>2. More student work will be collected and used as evidence throughout the assessment process.</td>
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