

## **SDO Summary Report 2019-2020**

**Start:** 07/01/2019

**End:** 06/30/2020

**Providing Department:** Student Life

### **Benchmark Summary:**

**Communication:** 85 students were assessed. The benchmark was met overall in both key assessments; the scores were very high. These scores were very similar to last year in that they were high over all, and that the one group of students surveyed regarding professional communication that did not score as well were those working for IT.

**Informational Literacy:** 328 students were assessed and 83% met or exceeded the goals. Of the four areas assessed, student met the benchmarks in Orientation and Student Success, but not in tutoring. We feel this is due to the change to online learning. The assessment itself needs to be reviewed in the area of Financial Services.

**Interpersonal Skills:** 215 students were assessed by a variety of means in several departments/areas. The results were mixed. When the assessment was tied to the group's function or identity, they did very well. For example Resident Assistants scored very well with interpersonal skills and athletes with their code of conduct.

**Christian Worldview:** 123 students were assessed. Students did very well in this area; spiritual growth is core to the University of Valley Forge's mission. Because students did so well, we want to review the assessments themselves.

**Holistic Development:** 100% of students met the benchmark for holistic development in the Health Center. We believe this is because students MUST be able to repeat their treatment plan before leaving. The assessment regarding the Dining Commons revealed we need to find better ways to communicate healthy eating options to students.

**Professional:** We met the benchmark in two-thirds of the assessments used for this outcome. The professional development career action plan did not. We feel the model created was not the best to track the data we were looking for.

Overall, we are very pleased with the results. With the exception of Professional skills, where we feel we did not have the right assessment for the data, our students are demonstrating ongoing strength in the area interpersonal skills, grasp of Christian worldview, and communication. These areas relate closely to the mission of the University of Valley Forge.

### **Unit Summary:**

Discussion of our assessment results centered around the strong results of those areas that relate closely to the mission of UVF, and how we might adjust timing or structure of assessments to better capture the data we're looking for. One observation tied into other institutional assessments regarding time management and understanding of the commitment various roles required. When 'drilling down into scores, students reported not doing as well because of time management. This reflects what we've learned about our student body; those who are involved in extracurricular activities tend to be more involved than those at comparable institutions. Knowing this, we've made adjustments to our student leader application to clarify the time commitment of the role and the expectations.

Action items include:

- A communication survey for all student workers will enhance professional communication
- Supports created for the online environment were helpful and need to be continued
- Timing of assessments are important, especially in SDO 3 and 4; those responsible will meet to discuss better timing and planning of assessments
- In SDO 4, we will expand the number of those assessed to get more representative data
- Structuring assessments in the Professional so students have better access and the data captured better reflects what is being assessed.

### **Process Review:**

After the assessment review, the decision was made to meet with each unit and review assessments. We asked, "Does this assessment but evaluate what we are trying to achieve? Is there something else we should look at instead? These meetings are scheduled for August, 2020. For example, we will review the wording of the chapel assessment, and consider reformatting the Financial Services assessment and Career Services assessment.

### **Recommendations:**

We recommend that our Student Worker program develop a series of training seminars that will help students learn basic professional skills upon entry into the program. We can then better standardize our expectations. We would also, then, expect to see improvement in professional communication.

**Meeting Date:** 05/28/2020

### **Meeting Minutes:**

Representatives met over two meetings on May 18 and May 21 2020. Present were: Todd Guevin, Charity Schneeberger, Jennifer Gale, Lauren Born, Andy Lynn, Alyssa Davis, Sophia Benco, and Julia Patton.