

STUDENTAFFAIRS ASSESSMENT PLAN 2008 – 2009

Department: Cooperative Education

1) Tracking

The first component of a student affairs assessment program is *keeping track of who uses your student services, programs and facilities*. Furthermore, how many clients are using student affairs offerings, and how are they described by gender, race, age, class standing, residence and other important variables?

Current Means of Assessment (who, what, when, how reported, etc.)

Who: **Students**, undergraduate and graduate

Employers; local, state and national; Government/Non Profit,
Service Industry and Manufacturing

Academic Departments: College of Business, Arts & Science, Education, and Arts

Currently we utilize several curriculum surveys within the Coop Courses.

Career Development Plan: Done during the first meeting. This is where the student lists their career interests, strengths/abilities, areas of improvement, future educational/training goals. And with an area for the coordinator to offer recommendations for improvement in stated areas.

Seeker Evaluation: Prior to a Coop placement. The student evaluates the usefulness of the Orientation material, Service received in the Coop Office, Clear instructions to students' responsibilities, Creation of Resume, Using the Student/Employer web information system and if they would recommend the Coop Program to other VSU students.

Student Evaluation: Students placed in a coop/internship placement each semester. The student evaluates the Co-op Staff Services, their Co-op Job, Coop web-site, and their progress made or not made on their 3 Student Learning Objectives

Employer Evaluation: Completed by the students employer or supervisor.

The student is evaluated on 13 Work Ethic categories and on the employer's view of the students progress made or not made on their 3 Student Learning Objectives.

Proposed and/or Additional Means of Assessment (who, what, when, how reported, etc.)

- The three evaluations are analyzed and adjustments to policies and procedures are made (if needed)
- Reports available

2) Needs

The second component of this model is *assessing student and other clientele needs*. The basic principle is that we should meet the needs of our students and other clientele.

Current Means of Assessment (who, what, when, how reported, etc.)

Coop students: Coop office will use the Student Intake Form and registration on College Central Network to assess the personal information section of student's home location,

ethnicity and the student's major, GPA, graduation date, degree pursuing, minor if applicable, job location preference, job type desired and job targets

Proposed and/or Additional Means of Assessment (who, what, when, how reported, etc.)

A student survey to measure the self identified needs of the students participating in the program will be constructed.

Employer and Student Evaluations of their work assignments will be reviewed to determine if they offer insights into possible needs of those served by the program.

Employer Needs: The coop staff making the on-site visit of students working each semester asks what needs the employer may have of the coop office. Also, the Job Description Form gives each employer the opportunity to state qualifications and skills they are seeking in the students to be interviewed. This is used in publicizing the job opportunity and the staff screening potential applicants.

3) Satisfaction

The third component is *assessing student and other clientele satisfaction with our services, programs and facilities, and demonstrating that those experiences are consistent with the institution's goals.*

Current Means of Assessment (who, what, when, how reported, etc.)

Coop does utilize student, employer and internal evaluations for satisfaction assessment. Satisfaction is a part of the semester/annual reports that are available

Proposed and/or Additional Means of Assessment (who, what, when, how reported, etc.)

- Formal site visit forms are being used and completed by the coordinator with the employer each semester the Student works. A means of tracking is being developed.

4) Student Cultures and Campus Environments

It is important to *examine the collective perceptions of a campus and the student cultures where they conduct their day to day lives.* Remember each student lives in his/her own cultural environment and all students do not have the same interests, friends and classes. *Assessing the campus environment determines and evaluates how the conditions and elements of the campus affect student learning and growth.* Each campus is unique and different.

Current Means of Assessment (who, what, when, how reported, etc.)

- Coop is mainly focused on student cultures. We work very closely with the Center of International Programs. This partnership ensures compliance with Federal Immigration Work Policies relevant to student study visas. These students are tracked with the other students each semester.

- We have joined the local chamber of commerce to assist in meeting the needs of local employers. Coop staff attends the chamber employer meetings for networking purposes.

Proposed and/or Additional Means of Assessment (who, what, when, how reported, etc.)

- We have not pursued National Commission for Cooperative Education at this time.
- Coop is in the process of reinstating the Kappa Theta Epsilon Society, the national Cooperative Education Honor Society.
- We will develop a means to use Student intake information and Web registration information to be aware of student's culture for better job placements

5) Outcomes

A fifth critical component is assessing *outcomes*. For those who use our services, programs and facilities, is there an effect on their academic success, learning, or development, particularly when compared to those nonusers? Not all outcomes important to student services and programs are learning outcomes. There may be other outcomes important to effective student services, such as the delivery of services in a timely and efficient manner.

Current Means of Assessment (who, what, when, how reported, etc.)

- Again, currently in the Student Evaluation for placed students the student has an opportunity to rate their satisfaction with their job relating to their major, relating to their career goals and their satisfaction with their job.
Results available in the Semester/Annual reports
- Students GPAs are recorded each semester and student may be put on probation with the coop office if placed on academic probation. They have one semester to obtain academic good standing, students are encourage to meet with their professors and go to the Student Success Center for tutoring.
- The coop office offers workshops, video clips on many areas in the job search readiness category. Evaluations are being developed for each and will be measured.
- A Dress for Success and Professional Etiquette Dinner was developed to further the students education on interview readiness. Evaluations are being used for this and will be tracked this year.
- Each placed student is registered in Banner in an elective credit or non-credit Coop course. Each course has a syllabus and requirements for grades. Student grades are recorded in Banner each semester.

Proposed and/or Additional Means of Assessment (who, what, when, how reported, etc.)

We are currently developing a means to track the students that remain in their Coop jobs after graduation or through net-working at their coop job.

6) Benchmarking

How does the quality of our services, programs and facilities compare with like institutions? The key is to compare ourselves to like institutions that have good assessment programs and collect good data.

Current Means of Assessment (who, what, when, how reported, etc.)

- Coop has joined the Cooperative Education & Internship Association Network programs for
 - Cooperative Education:** We currently meet their eight characteristics for four-year cooperative education programs
 - Internships:** being developed
 - Employers:** being developed
- Our office has begun researching several schools by reviewing their web-sites and contacting key staff members about their programs we can implement in our Cooperative Education/Internship program; Georgia Southern University, Clayton State University, Georgia Tech, Kennesaw State University, Florida State University, and University of Cincinnati.
The Coop office is developing comparison categories for review

Proposed and/or Additional Means of Assessment (who, what, when, how reported, etc.)

- Analyze the collected data from other institutions for areas of adjustments Document in a report, to be provided (Example: Georgia State University uses career videos with evaluations for most of their workshops, VSU Coop will begin using the video clips offered through College Central Network on certain career preparation topics and students will complete an evaluation on what they learned.)
- Visit Coop offices at other institutes
- Coop will access the National Association of College and Employer benchmarking information

7) Measuring Effectiveness

A seventh component is assessing effectiveness through reference to national or professional standards and/or through measuring cost effectiveness. How do our services, programs, and facilities compare to accepted national standards (Council for the Advancement of Standards (CAS) for Student Services/Development Programs, various national and regional accrediting agencies, and professional organizations)? Are the benefits students derive from what we offer worth the cost, and how do we know that?

Current Means of Assessment (who, what, when, how reported, etc.)

We collect data but have not started measuring effectiveness of our services.

Proposed and/or Additional Means of Assessment (who, what, when, how reported, etc.)

- Begin process by comparing our program to the CAS standards and other [professional organizations.
- Survey other coop programs and explore other assessment opportunities.