

## STUDENTAFFAIRS ASSESSMENT PLAN 2011 – 2012

### 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, Arts and Nursing

**When:** Each Semester the student works through the Co-op Office

**What:** Currently we utilize several curriculum surveys within the Coop Courses.

#### **Students:**

**In-Take form:** Age, Gender, Race, class standing, address, Major and advisor, reason for office visit

**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

**Career Development Plan:** Explained during the first meeting and completed by second meeting. This is where the student list 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

(New) **\*Video Clip Evaluation:** Required of each new student being processed as a seeker, they are required to view 2 Video Clips on College Central Network for Interviewing and answer the questions plus answer the questions for the Satisfaction Survey

**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 Learning Objectives:** used to identify that semester's work focus and then used to show progression of their performance in these targeted areas, collaborated with supervisor and student and then sent to student's academic advisor for approval or revision.

**Semester Student Syllabus:** Reviewed and signed by student informing them of requirements for their course grade.

**Student Evaluation:** Completed by students placed in a coop/internship position 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.

This is recorded in an Excel Spreadsheet from the Employer's Evaluation each semester.

**Employers:**

**Employer Evaluation:** Completed by the student's employer or supervisor. The student is evaluated on 13 Work Ethic categories and on the employer's view of student progress made or not made on their 3 Student Learning Objectives. This is recorded in an Excel Spreadsheet from the Employer's Evaluation each semester.

**Academics:**

**Student Learning Objectives:** Faculty Advisor reviews and signs the Student Learning Objective Form each semester, verifying it's relation to the student's major. An annual Satisfaction Survey will be developed for the Academic Advisor to complete and recorded in an Excel Spreadsheet.

**How Reported:** Recorded on Excel Spreadsheets

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

- Each evaluation is analyzed and adjustments to policies and procedures are made (if needed)
- Reports available
- **Video Clip Evaluation:** Introduced to students for their viewing, questions to answer, satisfaction summary on this process and evaluation of the results.
- **New Chamber of Commerce Partnership, Talent Connection** to be tracked showing # of Chamber membership jobs offered and taken by VSU Students

**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, employers and Academic Advisors.

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

**Who:**

**Students:**

**Students Evaluation's Comment Section:** Coop will continue to use this Comment Section in the Student Evaluation of their work assignment to determine if the Students' needs are being served by this program.

**Employers:**

**Job Description Form:** allows employers to state their needs for the job they post with Co-op, (ie) majors, work schedule, skills, and student's status. This is used in publicizing the job opportunity and for the staff to screen potential applicants.

**Employer Needs Survey:** provides the employers an opportunity to survey their needs, thereby helping the Coop Office to better serve them.

**Student Learning Objectives:** the employer works with the student in the development of the Learning Objectives for the student's focus that semester in their job position.

**Employer Evaluation:** Gives the employer the opportunity to evaluate the student's performance and to make suggestions for better performance from the Co-op staff and student.

#### **Academic:**

**Student Learning Objectives:** Gives the student's academic advisor the opportunity to approve the student's learning objectives for each semester.

An annual **Academic Advisor's Needs Survey** will be sent to participating advisors for feedback in how The Coop Office can continue to improve services to employers.

**Semester Syllabus Agreement:** Submitted to the academic committee each semester.

#### **Proposed and/or Additional Means of Assessment (who, what, when, how reported**

Develop questionnaire for employers, students, and academic of how they would like to see the Co-op process streamlined. Once a year and recorded in a report.

### **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 for each semester. Satisfaction is a part of the semester/annual reports that are available.
- Seeker Evaluation-Excel Spreadsheet records students' responses to career development services offered
- Video Clip Satisfaction Survey-Excel Spreadsheet used to record student's responses to their satisfaction to this type of presentation, specific points they liked, what new fact did they learn, and would they recommend this to others to watch.
- Student Evaluation-Recorded in Excel Spreadsheet
- Employer Evaluation- recorded in Excel Spreadsheet
- Employer Needs Survey- survey their needs and recorded in Spreadsheet

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

### **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.)***

- Since Co-op works with the individual student to help them gain work experience and other opportunities related to their major for their future profession we look at and discuss with the student what influences they have had to arrive at their decision for their profession. Using the In-take form, registration on CCN and the Career Development Plan helps us recognize elements of their culture and campus environment that affect the individual student. Use placed students In-Take form to measure tendencies and identify trends.
- 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.

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

- 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. Also we are a part of the Chamber's new initiative to grow full-time employers from present students at VSU and Wire Grass Technical College. This initiative also assists in retention of VSU students and gives more diverse opportunities for our diverse student population.
- CIRP Survey is being reviewed to distinguish other student culture or campus environment areas that we can include.

**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.)***

Co-op's purpose is to assist VSU Students to apply skills for their major learned in the classroom to a work environment.

- 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 encouraged to meet with their professors and to go to the Student Success Center for tutoring.

- The coop office offers workshops and video clips on many areas in the job search readiness category and directly relating to professions within their chosen major. Evaluations are developed for each and will be measured in an Excel spreadsheet.
- 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. These requirements or outcomes for their semester's work are related to their Learning Objectives, Work Ethics and directly related to professional productivity within their major. This is Recorded in Student Evaluations each semester of students' work. Student grades are checked each semester from Banner and recorded in their files.

***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. We will use data supplied by the Alumni Office and in-house exit surveys.

**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.)***

Our office frequently reviews other programs in Georgia Colleges through their web-sites and contacting key staff members about certain programs we can implement in our Cooperative Education/Internship program;

- Georgia State University uses career videos with evaluations for most of their workshops, VSU Coop began using video clips offered through College Central Network on certain career preparation topics and students complete an evaluation on what they learned. Results recorded in Excel spreadsheet.
  - Also, we incorporated the Student Learning Objectives with evaluations from Clayton State University, also recorded in Excel Spreadsheet.
- ***Proposed and/or Additional Means of Assessment (who, what, when, how reported, etc.)***
    - A survey will be conducted each semester for graduating students to show if they received a job offer from their Co-op or Internship employer. This will be a part of their Exit Survey their graduating semester.
    - We are preparing to launch an on-campus internship program within the offices of VSU, enabling students living on campus or students without transportation to be able to benefit and receive relevant experience. This will also be part of an initiative to increase student retention. This is taken from the Student Leadership Office at Georgia Southern.
    - Coop will access the National Association of College and Employer benchmarking information for Fall 2011. A database is being developed for this.

- Coop will benchmark with the Internship Criteria produced by DOL and also with the NACE Legitimate definition of Internship (7 criteria)

## 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.

Coop has joined the Cooperative Education & Internship Association Network (CEIA) which is CAS associated, National Association of Colleges and Employers (NACE), AND **Cooperative Education**: We currently meet their eight characteristics for four-year cooperative education programs

**Internships**: not developed at this time

**Employers**: not developed at this time

### **Common characteristics of four- year college/university Cooperative Education programs include: according to CEIA**

- Alignment with the academic mission and goals of the college/university
- Academic requirements for student participation in the program, for example, GPA, number of hours or semester/quarters completed, successful completion of prerequisite course(s) before beginning the co-op assignment
- Requisite number of alternating, back-to-back, or parallel paid work terms with one or more employers
- Work assignments are integrated into the curriculum and deemed academically enhancing in content; assignments are related to the student's major field of study or career interest and often include some form of learning objectives
- Student enrollment in a Cooperative Education course while on assignment, either a credit-bearing or non credit-bearing course
- Institutional and faculty endorsement of the program and criteria for awarding some form of credit hour(s) for cooperative education assignments, as applicable
- Collaborative partnerships with participating employers to ensure the quality of employer student programs and work-integrated learning assignments
- Provisions for evaluation and feedback regarding student performance, quality of employer programs and work assignments as well as the program/process in the college/university.

**Internships**: not developed by CEIA at this time

**Employers**: not developed by CEIA at this time

The **National Association of Colleges and Employers (NACE)** has defined and listed it's criteria for an **UNPAID** Internship

VSU Coop does meet each of these criteria.

1. The experience must be an extension of the classroom; a learning experience that provides for applying the knowledge gained in the classroom. It must not be simply to advance the operations of the employer or be the work that a regular employee would routinely perform.
2. The skills or knowledge learned must be transferable to other employment settings.
3. The experience has a defined beginning and end, and a job description with desired qualifications.
4. There are clearly defined learning objectives/goals related to the professional goals of the student's academic coursework.
5. There is supervision by a professional with expertise and educational and/or professional background in the field of the experience.
6. There is routine feedback by the experienced supervisor.
7. There are resources, equipment, and facilities provided by the host employer that support learning objectives/goals.

**Department of Labor (DOL)**'s defined and listed criteria for **UNPAID** internship.

Coop does meet all but one of the criteria listed.

1. The internship, even though it includes actual operation of the employer's facilities, is similar to training that would be given in a vocation school.
2. The internship experience is for the benefit of the student.
3. The intern does not displace regular employees, but works under the close observation of a regular employee.
4. The employer provides the training and derives no immediate advantage from the activities of the intern. Occasionally, the operations may actually be impeded. NO, the employer does derive immediate advantage from the activities of the intern.
5. The intern is not necessarily entitled to a job at the conclusion of the internship.
6. The employer and the intern understand that the intern is not entitled to wages for the time in the internship.

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

Obtain the NACE Co-op and Internship survey for 2010 for comparisons of VSU to this survey.