

**USF SARASOTA-MANATEE
ASSESSMENT PLANNING RECORD
2014-2015**

UNIT:	Student Services (Dr. Mary Beth Wallace)
MISSION:	The Office of Student Services contributes to the overall mission of the University by providing critical support services to enrich the student experience through student engagement, promoting student success, encouraging intellectual, social and personal development; and to advocate for policies and programs that empower students to reach their personal, educational and professional goals. Emphasis is placed on enrollment and strategic alignment within the department with other university units, and the USF System.
2012-16 USFSM STRATEGIC PLAN GOALS:	<p>ACCESS: Expand access to a University education that benefits students and the local, national, and global community; and (Aligns with USF System Goals 1,2, 3, 4, 5; SUS Goals 2,3)</p> <p><u>Teaching & Learning</u></p> <p>(1a.) Expand academic programs in distinctive areas related to the Suncoast's needs and strengths and across disciplines, when feasible, including the ability for students to complete the full four-year bachelor's degree.</p> <p><u>Scholarship, Research, and Innovation</u></p> <p>(1b.) Promote innovative scholarship and community-engaged research.</p> <p>(1c.) Seek external funding from public grants, private foundations, and individual donors.</p> <p><u>Public Service & Community Engagement</u></p> <p>(1d.) Partner with a variety of organizations and stakeholders, including the USF System.</p> <p>(1e.) Build a University living and learning community, including residence halls, academic buildings, and student life facilities.</p> <p>SUCCESS: Enhance success of student outcomes, faculty productivity, and community impact (Aligns with USF System Goals 1,2,4,5; SUS Goals 1,2).</p> <p><u>Teaching & Learning</u></p> <p>(2a.) Produce continuous improvement in student outcome measures, including retention and graduation rates and student career results.</p> <p>(2b.) Earn professional accreditation and recognition, including AACSB and NCATE.</p> <p><u>Scholarship, Research, and Innovation</u></p> <p>(2c.) Track and promote faculty-developed measures of scholarship.</p> <p>(2d.) Identify student success predictors.</p> <p><u>Public Service & Community Engagement</u></p> <p>(2e.) Earn recognition as a Carnegie Community-Engaged University.</p> <p>(2f.) Track and share the value of the University's and graduates' economic and societal contributions.</p>

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<p>UNIT GOALS:</p>					<ol style="list-style-type: none"> 1. Customer Service: Provide quality customer service to promote a community of respect and demonstrate the value, dignity and worth of the individual (Aligns with USFSM Goal 1a, 1d, 2a). 2. Enrollment, Retention, and Graduation: Provide information to students and collaborate with colleges to advocate for flexibility and efficiency in course offerings and student schedules that support time-to-degree (Aligns with USFSM Goal 1a,1d, 2a). 3. Collaboration: Teamwork and cooperation amongst the units and campus stakeholders to work to achieve the goals and mission of the university (Aligns with USFSM Goals 1a, 1d, 2a). 4. Admissions & Outreach: Expand access to a four-year plus masters university education to qualified candidates by using targeted and strategic outreach in our immediate service area and beyond (Aligns with USFSM Goals 1a, 1d, 2a). 5. Academic Advising: Provide access into higher education by providing accurate, timely information and guidance. Promote student success toward educational goals, supporting the continuous improvement of USFSM’s retention and graduation rates (Aligns with USFSM Goals 1a, 1d, 2a). 6. Career Services: Deliver career counseling and inform students of emerging careers, job market trends, and skills to succeed in the world of work. Collaborate with human resource professionals in the community, faculty, staff and students in networking efforts to achieve university goals (Aligns with USFSM Goals 1d, 2a, 2f). 7. Disability Services: Promote student success and retention by providing quality services to students with disabilities (Aligns with USFSM Goals 1a, 1d, 2a). 8. Financial Aid: Assist students in securing financial aid and increase awareness of financial aid's role in providing access to higher education. Provide information and guidance to students and parents regarding the various financial aid options and qualifying requirements along with the complexities of regulations and processes (Aligns with USFSM Goals 1a, 1c, 1d, 2a). 9. Records & Registration: Provide information and access to resources for students and staff allowing increased learning and data-driven decision making (Aligns with USFSM Goals 1a, 1d, 2a). 10. Student Life & Diversity: Provide a holistic college experience by engaging students in activities and events outside of the classroom. Promote student success by facilitating social development, cultural awareness opportunities, and supporting community engagement (Aligns with USFSM Goals 1d, 1e, 2a, 2e). 11. USFSM @NorthPort: Enhance educational opportunities in North Port area to reflect community needs, faculty presence, increase enrollment, enhance student success, and engagement. Develop awareness of USFSM @NorthPort in collaboration with Student Services and Marketing/Communications (Aligns with USFSM Goals 1a, 1d, 2a).

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Outcome 1: Increase conversion and yield percentage of applied-to-admitted-to-enrolled to increase <i>overall</i> enrollment across the continuum.	1-11	FTIC, Transfer, Graduate Conversion and Yield Percentage: Data collected and reviewed from USF INFOCENTER. Increase USFSM student academic year conversion and yield percentage by 1%.	Summer 2014 FTIC Conversion = 21% FTIC Yield = 18% Transfer Conversion = 70% Transfer Yield = 67% Graduate Conversion = 30% Graduate Yield = 79% Fall 2014 FTIC Conversion = 35% FTIC Yield = 57% Transfer Conversion = 63% Transfer Yield = 72% Graduate Conversion = 32% Graduate Yield = 71% Spring 2015 FTIC Conversion = 13% FTIC Yield = 67% Transfer Conversion = 63% Transfer Yield = 71% Graduate Conversion = 40% Graduate Yield = 82% Academic Year 2014-2015 FTIC Conversion = 31% FTIC Yield = 55% Transfer Conversion = 64% Transfer Yield = 71% Graduate Conversion = 35% Graduate Yield = 77% Overall Conversion = 53% Overall Yield = 69% 2013-2014 Overall Conversion = 56% and Overall Yield = 71%	Overall conversion dropped from 56% to 53% and overall yield dropped 71% to 69%. However, we had an increase in applications admits, and students over last year. Applications: 2,225 to 2,634 Admitted: 1,256 to 1,386 Enrolled from 897 to 957 FTIC yield is one factor in the overall yield drop; however, we are still ahead of the national FTIC yield average (36%). To improve conversion and yield numbers for the upcoming year we have implemented the following strategies. *Use of Hobson's Telecenter to time and track phone calls to applicants and admits. Admitted FTIC are called to congratulate them and other calls made with reminders and invitations to visit campus. *Implemented recruitment territories to enable staff to develop relationships with the counselors and other key figures at the schools and colleges in their territory and to give prospective students a point of contact for admissions. *Stress January 2nd FTIC admission/scholarship priority	Excellent work continuing the refinement of our conversion and yield strategies. At this point in our history, it is expected that we will see some fluctuations.
		Yield the Bulls: Yield-the-Bulls team (Outreach, Admissions, and Advising) meets weekly to access current and potential strategies to improve enrollment.	The Yield the Bulls meetings have been very productive for Admissions and OSS. We are able to prioritize and strategize our efforts for each upcoming term. One idea that was		

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			<p>generated from the Yield the Bulls meeting is the “Hot Potential Update” (HPU) Process. Students who are admitted but do not enroll are reached out to about updating their admission to a future term soon after the start of the term they originally applied for. Below are the percentages of students who updated their admission after receiving communication from our HPU process:</p> <p>Summer 2013: 3% update rate Summer 2014 (post HPU process): 3% update rate Fall 2013: 4% update rate Fall 2014 (post HPU process): 9% update rate [+5%] Spring 2014: 4% update rate Spring 2015 (post HPU process): 16% update rate (to 201505-201601 terms) 11% update to Summer 2015, with 88% enrollment rate (8 out of 9 students)</p> <p>*Please note that the overall HPU population for the 201501 semester was 79 total students, and percentages are derived from students who updated from that group.</p>	<p>deadline and we assigned a recruiter to our high achieving applicants.</p> <p>*Held an Admitted Student Reception for FTIC in April to welcome them to the USFSM community and answer any next steps questions prior to the May 1 deadline.</p> <p>As of the date of this document approximately 60% of our admitted FTIC for Fall 2015 have deposited/confirmed.</p> <p>In addition, we plan to continue to look at the communications, timing, and number of contacts for this process. Compare when we have a full year of data.</p>	

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Outcome 2: Increase retention rate with special attention to tracking students not yet registered four weeks prior to the start of each semester.	1-3, 5-11	Still to Register: Continuous improvement communication plan for students not registered in the system by four weeks prior to the beginning of the semester. Electronic mail sent weeks 1, 2, 3, & 4 to students not registered in OASIS. Data will be collected weekly and include capturing the first week of classes and add/drop week enrollment. Data will show decrease by 1% the number of students that have to be contacted to register.	Retain current students who had not registered for the upcoming term 2-4 weeks prior to the start of the term with information about advising and registration. Below is the breakdown of the number of emails that were sent out each week to show the decrease in students that had to be emailed: Summer 2014 4/16/14 – 772 students emailed 4/21/14 – 669 students emailed Fall 2014 7/29/14 – 447 students emailed 8/4/14 – 397 students emailed 8/13/14 – 349 students emailed 8/18/14 – 318 students emailed Spring 2015 12/1/14 – 617 students emailed 12/22/14 – 322 students emailed	OSS will explore expanding correspondence to at risk student groups such as probation, excess hours, and murky middle (2.0 – 2.9).	Retention rate including swirl is good. Incremental improvement is a good target for continued efforts.
		Registration event: Student event held each fall and spring prior to start of registration. Encourages students to register early by educating students on how to check holds, appointment time and picking classes.	Data from the Spring 2015 registration event indicated that of the 140 students who attended the event, 77% registered within 6 days of their appointment time. Yield-a-bull Events in North Port were held for both the Fall 15 (Oct 28th-30th) and Spring (March 16th & 17th). Fall 14 = 40 students (North Port) Spring 15 = 43 students (North Port)	Goals for next year's registration events will be to increase the percentage of students who register within 6 days of their appointment time.	Continued communication with the colleges about needs related to schedule will benefit these efforts. Good work on this item as well.
Outcome 3: Increase knowledge of International Admissions	1-11	Continue to expand knowledge of International Admissions processes and collaborate with Office of Global Engagement to serve the growing International student population at USFSM.	We now have a staff member who is a primary contact and dedicated to international student admissions. This staff member attended the 2014 AACRAO Summer Institute for International Admissions to receive training on international evaluations and we also subscribed to Education USA for them to reference. We	We have seen an increase in undergraduate international student applicants, admits, and enrollments over the past academic year. Our applications increased from 61 to 94, admit from 5 to 21, and enrolled from 5 to 9. To continue this trend we plan to	The office of Global Engagement has been moved to the Office of the Chancellor. We have also begun looking at leveraging system resources to have USF System provide assistance in

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			overhauled and updated our International Student Admissions page on our website to provide a more concise step-by-step process on applying to USFSM. We created new automated application generated emails that are sent to students after applying with step-by-step instructions. Both of these actions have given more clear instructions specifically to the information we give to students regarding the credentialing evaluation of their transcripts. We also created an international student admissions flyer to hand to or mail international student prospects.	explore programs such as the Latin American Caribbean Scholarship Program and the Florida Canada Linkage to target untapped populations and initiatives to make USFSM an affordable option for more international students. We also plan to develop more email communication in our Hobsons CRM specifically for international students. We also plan to seek out more international student admissions training for staff as well as new international recruitment sources.	international transcript evaluation.
Outcome 4: Increase services for graduate students.	1-11	Graduate Task Force (Graduate Admissions, Coordinator of Outreach, and Graduate Advisor) will review graduate student processes with each college dean to discuss consistency and improvements for graduate students across the colleges. Focus will be on Graduate Admissions communications, Graduate Student communications, and Graduate Orientation or networking events.	*A Leadership Open House was held at the North Port Site on February 26 th to promote an Educational Leadership cohort to begin in Fall 15. *Consulted with Dean of College of Business to open up an additional entry term for the MBA program for Summer 2015. *We updated our graduate programs information factsheets. *Changed graduate reporting structure to include more data in helping make decisions on outreach to applicants. *Implemented an electronic graduate application review form to create more efficiency in this process.	We plan to continue our Graduate Task Force meetings in order to consistently track our graduate applicants throughout the admissions process and prioritize which students need to be contacted. We will also utilize this time to discuss and put into action new graduate recruitment initiatives. Improved email communications in our Hobsons connect system to graduate prospects and inquire to include more emails directed at this student type.	Continued work on the graduate enrollments is critical to the growth of the institution.
Outcome 5: Continue the expansion of access to 4-year by admitting Freshman students in Spring, Summer and	1-11	Freshman Admissions/Outreach: Strategic admissions outreach efforts to all levels of high school students within the local service area to educate them about opportunities at USFSM as well as requirements for applying	FTIC recruitment efforts are now shared more among the entire outreach staff. FTIC recruitment was split into territories with staff managing a territory that contains	Our plan for the upcoming year is to analyze the profile and demographic information on our first three FTIC classes and look at the profile of the	Summer admission may benefit from an analysis of schedule offerings. The inclusion of FTIC into

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Fall.		to a four-year university. Include Guidance Counselors, state-wide Financial Aid presentation, and ACT/SAT Information sessions host site, etc.	one county in our service area. Between counselor visits, presentations, and instant decisions staff visit most high schools in our area at least 3 times a year. Outreach efforts include high school visits, college fairs, info tables at community events, open House Programs, info session events, and weekday campus tours. We also host an Admitted Student Reception in the spring for new FTIC students. Also, we present local seniors who were awarded merit-based scholarships with a certificate at their senior award program. Phone calls and emails inform students of missing items, congratulate students on their admission, and remind them of next steps for enrolling. We reached out to ACT and College Board about hosting an ACT or SAT workshop for guidance counselors and were informed that there are already workshops hosted close enough to our campus that they would not be able to have us host a session. Financial Aid staff also participated in the annual College Goals Sunday event and hosted financial aid nights at our service high schools.	students who have been retained or left USFSM. We hope to use this data to find students who are the best fit for USFSM. We are also planning to host our local high school guidance counselors for a workshop to update them on USFSM and provide them with information on admissions, programs, and data on our first three FTIC classes. We have also started to enhance our prospective student communication plan and will continue to add and fine tune to this to create more regular communication about our academic programs and strengths of the institution through all levels of the admissions funnel. Over time our new recruitment territories will allow recruitment staff to continue to develop relationships with the guidance counselors in the schools they are working with and learn about the students at the respective schools.	our existing structures has been quite positive and the team should be commended for their work in this area.
		Explore new sources for prospects (NRCCUA, FISH, etc) and build communication plans in Hobsons.	We purchased prospective student leads from NRCCUA for the first time in addition to leads from ACT and the College Board (SAT). Lists were chosen based off the students' city, academic majors of interest, GPA, SAT, PSAT, ACT, and Practice ACT scores. For the first time, we	In 2014 we purchased 3,218 Class of 2015 grads from NRCCUA and 2,318 Class of 2016 grades. In 2015 we have purchased an additional 3,349 unduplicated Class of 2016 names and 2,683 Class of 2017 names. This is in	

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			<p>purchased the names of rising high school juniors in addition to rising high school seniors to start recruiting the students earlier in their high school year. We also increased the number of leads we purchased to increase the top of our admission funnel to generate more inquiries and applications.</p>	<p>addition to our ACT and SAT name buy. During the past academic year we also added to our communication plan increasing the number of communications at the prospect and inquiry level for our Fall 2015 and Fall 2016 recruitment cycles.</p>	
		<p>Freshmen Admissions: Continue to fine tune freshman admissions process and begin processing of documents for admitting the Fall 2015 freshman class plus Spr and Sum 2014. Enroll 135 FTIC in 2014-2015.</p>	<p>After a year of having one staff member processing our FTIC applications, we now 2 staff members making these evaluations. This has allowed to devote more effort to this population with a quicker turnaround time and increased communication with applicants on their status. We enrolled 101 FTIC for the 2014-2015 academic year. We also created an admissions committee to help with the decision making on applicants and to help make decisions on when we request new test scores or grades or when to go ahead and make a decision.</p>	<p>USFSM enrolled 91 FTIC students for the Fall 2014 term. The profile of this class has an average GPA of 3.78, average 2-score SAT (CR+M) of 1,120, and average ACT of 24. This is compared to 86 FTIC for the Fall 2013 with the following profile: Avg GPA = 3.6, Average SAT = 1,100, and average ACT = 24. Also, the FTIC application for the Fall 2015 term was opened on 7/1/14. As of 5/22/14 we have received 425 FTIC applications for Fall 2015 which is approaching the 455 FTIC applications we received for Fall 2014. This does not include the 63 FTIC applications that were received for the Summer 2015 term. Our goal is to enroll 116 FTIC students for the Fall 2015 term.</p>	
		<p>Expand campus tours, Instant Decision Days in the high schools and out-bound calls by students trained by Admissions to specific populations.</p>	<p>Campus tours were expanded using a low speed vehicle (For groups of 5 or less) to show our shared facilities on the New College campus. When possible, we are also utilizing our student assistants to provide campus</p>	<p>Based off the success we've had with FTIC instant decision days we have recently started to offer transfer student instant decision days at our Open House events. In</p>	

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			<p>tours which help students and families hear from a current student. We also expanded our FTIC Instant Decision Days and offered them at 11 local high schools, at our October and November Open House Programs, as well as with a group of UNIDOS Now students on campus. We met with a total of 134 FTIC students through these events.</p>	<p>addition to Open House, we also plan to offer transfer instant decision days once a month on campus during a weekday. For weekday campus tours we plan to utilize our student assistants more often for campus tours to give visitors more of an opportunity to interact with a current student and hear about their experiences.</p>	
		<p>Explore SAT/ACT and GRE/GMAT test prep workshops in collaboration with Info Commons/Tutoring Services and Continuing Education.</p>	<p>A private consultant conducted a series of ACT prep workshops on Saturday's in November 14 and March 15. November = 23 participants March = 21 participants (North Port) One ACT Prep Class was offered each semester during the academic year for a total of 3 classes. Each class had between 21 and 25 students attend who were sophomores, juniors, or seniors in high school. We have heard positive feedback from these courses and plan to continue offering them when possible. Learning Services did offer two GRE prep workshops in October 2014 and November 2014. The workshop was limited to 25 students although there were only 7 students who attended the October workshop and 6 students attended the second workshop. Admissions also explored the process for offering a GMAT test prep course, but the cost of a student's registration for a class (approximately \$800) was a factor in</p>	<p>We plan to continue to offer one ACT prep class each semester for the near future. We see this as a recruitment opportunity and plan to track the number of students who attend a class and then apply for admission, are admitted, and enroll at USFSM.</p>	

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		<p>Financial Aid: Analyze scholarship and fund opportunities. This review should be in collaboration with USF Tampa and Advancement on our campus.</p>	<p>determining not to try and offer one.</p> <p>31 USFSM foundation scholarships are now available to Freshman 10 Admission scholarships from Tampa Admissions are open to USFSM Freshman --1 International Scholarship 2 Additional VA scholarships are also available to Freshman</p>	<p>Develop open and ongoing communication channels and collaboration with the Assistant Director of Scholarships in the Office of Admissions Tampa to facilitate scholarship processing. USFSM Admissions and Financial Aid develop mutual and direct conversation with USFSM Foundation representative</p>	

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<p>Outcome 6: Increase awareness and improve tracking of student engagement in campus life and their community contributions in order to become a Carnegie Community-Engaged University.</p>	<p>3-11</p>	<p>Training and awareness of OrgSync software will be incorporated in the Transfer and FTIC Orientations. The presentations will give a basic understanding of how OrgSync can be a benefit to students (i.e.: co-curricular transcript). Meetings with student organization leadership and advisors will further the understanding of OrSync operation. The student senators will be assigned to student organizations to support and assist with questions.</p>	<p>*33 student organizations with 1,115 student members *622 unique students were a part of one or more student clubs *9 new student organizations were started this academic year *497 events, activities, and meetings were hosted by Student Engagement, Student Government, Campus Activities Board, and clubs *All new students received a five minute training at orientation on how to find OrgSync and its benefit to their co-curricular experience. *Student Engagement hosted four Student Organization Council meetings, two each semester, to train club and organization leaders on OrgSync usage for event and payment requests. *All senators were assigned to clubs and met with them to assist in the process of spending A&S fees and requesting additional fees from the Senate Appropriations fund.</p> <p>We were challenged this year with imports into OrgSync because of some work being done on the Tampa OrgSync integration. We have not had an upload of current students since the Spring 2014 because of this challenge. As a result, the number of organization members and unique student involvement may be inflated.</p>	<p>As a result of the information collected this year, Student Engagement will be focusing on the following items: *Establish a comprehensive marketing plan that will include print materials, email, OrgSync, and social media in addition to in person marketing of co-curricular opportunities *Community Leaders will be partnered with new students to serve as involvement mentors and ensure that students know how to find opportunities through OrgSync *Partner with IT in Tampa to ensure accurate and timely uploads of current students at the start Fall, Spring, and Summer terms into OrgSync *The Coordinator of Organizations and Leadership will work collaboratively with student Senators to ensure that student clubs have the right information, training, and resources necessary to be successful</p>	<p>Community engagement has been included in our strategic plan, now subject to approval in June. The efforts in this area mirror this emphasis on our campus.</p>

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		Community Service Hours: Student clubs/organizations will be required to participate in 10 community service hours each semester.	Community Service Hours 2013-14 = 794.75 24.1 hrs/student organization This requirement was not enforced for the 2014-2015 academic year due to a staffing shortage in Student Engagement and lack of procedures for enforceability.	We do not plan on requiring student clubs and organizations to participate in community service hours. Organizations will be advised and trained on the importance of community service and we will track the number of service events hosted and the number of students participating in those events.	
Outcome 7: Support student success by increasing course scheduling flexibility, efficiency and time to degree.	3-11	Complete an ongoing process of continuous improvement in the analysis of the course schedule with the goal of increasing enrollment and time to degree for students. Semester meetings by academic areas to review the course schedule plus discuss and share ideas. Included are deans, academic affairs, schedulers, registration, academic advising and facilities. Share data on waitlisted courses.	North Port Advisor has worked closely with both the College of Arts & Sciences and College of Education departments to discuss future scheduling. Course scheduling analysis was accomplished by academic advisors, schedulers, deans, faculty, and stakeholders. Information on closed sections, issues with course times or sequencing was brought to the attention of the college dean and scheduler for resolution	Registration and Academic Support will convene course optimization meetings with academic affairs, colleges, student services, facilities, and budget representation. Data on the Waitlisted courses and student requests will be used to provide information to the deans and schedulers on proposed additional course offerings. The academic advising team will continue to advocate and offer solutions for resolution to issues related to the course schedule and time to degree with the deans. Registration will continue to update the auto-audit with core curriculum changes.	Continued communication with the colleges about needs related to schedule will benefit these efforts. Good work on this item.
		Complete the implementation of the USFSM Core Curriculum in Fall 2014. This includes Curriculum Ladders in collaboration with OAA, Advising Worksheets, Orientation presentations, DegreeWorks audits, Tracking audits (Atlas), and catalog. Work in collaboration with USF Tampa Registrar and DegreeWorks analysts and programmers.	Registration worked with Tampa to create an auto-audit for timely and accurate core curriculum coding in Banner which matches the academic catalog. The schedule search reflects new categories for students to easily find core curriculum courses. Worked closely with DegreeWorks to implement changes into audits, this process is still ongoing.		
Outcome 8: Students indicate they are satisfied with USFSM Student Services.		Student Satisfaction Survey is given by Institutional Research annually. The overall average/mean score for student service related items (Academic Advising, Admissions, Career Center, Financial Aid,	Spring 2014 survey = 3.9 Intuitional Research data reporting on NP completed on December 14: mean score for advising = 4.5 (North Port)		As the Chancellor noted in a recent meeting with campus leadership, student satisfaction should be

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		OASIS –Course Registration, Student Activities, Student Government, Student Affairs, and Disability Services) on the USFSM Student Satisfaction Survey will be calculated and reviewed. Overall rating of satisfaction items will be at least a 4 on a scale of 1 to 5.	Emailed Intuitional Research for survey data 5/19/15		a focus of considerable effort.
Students with Disabilities Satisfaction Survey sent to SDS student population annually. Comment section is available for descriptive feedback. Overall satisfaction with accommodation services will be 90% satisfied or very satisfied responses. Focus group with 10% of registered students will be held to provide suggestions and feedback regarding disability services.	Students with Disabilities Satisfaction Survey were not sent out therefore, there is no data to report for the 2014-2015 school year. Also, the student focus group did not convene during the 2014-2015 school year.	Update the Students with Disabilities Satisfaction Survey and disburse it to SDS students during the 2015-2016 school year. Goal is to obtain 90% overall satisfaction with services and support from the SDS office. The focus group, with a minimum of 10% of registered SDS students, will reconvene to allow an opportunity for suggestions and feedback.			
Satisfaction rates will demonstrate Career Services delivers comprehensive and quality services with ratings of “very satisfied” and “satisfied” with over 90% satisfaction rating.	2014-15 Career Services Survey: 580 were served and 15% (N=88) students filled out a survey. *98% of students are “satisfied” to “very satisfied” with the professionalism of staff *97% are “satisfied” to “very satisfied” with career resources. (Career Services)	While satisfaction with the professionalism of the staff remained the same, satisfaction with resources increased 2%. All comments were positive except from one alumni who would have liked Career Services to remain in contact with him/her. Career Services will schedule follow-up appointments with students and alumni at the time of our meetings and will include the appointment link in our emails. (Career Services)			
		Overall Academic Advising experience rating will indicate Strongly Agree or Agree satisfaction of at least a 3 on a scale of 1 to 4.	Academic Advising Survey: Overall satisfaction on the Academic Advising Survey reported a 3.79 average/mean on the 2014-15	We have changed our walk-in/appointment schedule in academic advising this year, I believe the higher numbers	As the Chancellor noted in a recent meeting with campus leadership, student

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			Academic Advising Survey. This number is up from the 2013-14 survey (3.65).	from our student survey are a reflection of this. To improve the student experience in advising we are hoping to drive more students into making an appointment with their advisor versus walk-ins. Having a dedicated appointment ensures the student is meeting with the appropriate advisor for their major and assists in building a stronger advisor student relationship.	satisfaction should be a focus of considerable effort.
Outcome 9: Review and increase customer service techniques by Student Services staff.	1,3,1 1	Develop a new Customer Service Campaign to meet the needs of the department.	Staff attended various conferences and workshops to learn best practices relating to customer service and student success.	Continue to work on improving customer service through techniques learned and implement new ideas.	As the Chancellor noted in a recent meeting with campus leadership, student satisfaction should be a focus of considerable effort.
<p>Executive Response (Regional Chancellor): All efforts at attracting and enrolling more students are commendable and much appreciated. Many of these activities support our new Strategic Plan goals, which is good. We especially need to work with the deans to target recruiting at both the undergraduate and graduate levels for particular programs we want to emphasize. Careful advising and career planning are critical, as is a focus on quality service. I am unsure why the community service requirement for clubs was removed. I would like to ask that it be reconsidered since increased community engagement is a Strategic Goal.</p>					

7/7/2015