

**UNIVERSITY OF SOUTH FLORIDA SARASOTA-MANATEE  
UNIT ASSESSMENT PLAN  
2015-16**

<b>UNIT:</b>	<b>Academic &amp; Student Affairs</b> (Dr. Terry Osborn, Regional Vice Chancellor)
<b>MISSION:</b>	The mission of Academic & Student Affairs is to ensure academic excellence and professionalism by overseeing and continuously improving the learner-centered environment in service to our faculty, students, and community through fulfillment of federal, state, and university requirements and initiatives.
<b>2015-20 USFSM STRATEGIC PLAN GOALS:</b>	<p><b>STRATEGIC GOAL #1: Student Success</b> Ensure student retention, timely completion, employment success, and student satisfaction.</p> <p><b>STRATEGIC GOAL #2: Campus Life</b>  Foster an intentional culture of campus engagement.</p> <p><b>STRATEGIC GOAL #3: Intentional Enrollment Management</b> Strategically recruit and retain students by growing existing programs and creating new programs of strategic emphasis or demonstrated demand.</p> <p><b>STRATEGIC GOAL #4: Teaching and Learning</b> Explore and implement innovative technologies and pedagogical methods that increase student engagement in the learning process and improve student learning outcomes.</p> <p><b>STRATEGIC GOAL #5: Scholarly Activity</b> Recognize and support diverse faculty and student research activities.</p> <p><b>STRATEGIC GOAL #6: Community Engagement</b> Build and be known for a community engagement identity in partnership with a variety of organizations throughout the service area.</p> <p><b>STRATEGIC GOAL #7: Resources</b> Preserve, grow, and diversify the human, physical, financial, private, and other resources, aligning them to support the strategic goals.</p>

<p><b>UNIT GOALS: Academic &amp; Student Affairs</b></p>	<p>1. Ensure quality academic programs and course scheduling while allocating resources effectively. (Aligns with USFSM Goals 1, 3)</p> <p>2. Support the ability of faculty to carry out their teaching, research, and service responsibilities. (Aligns with USFSM Goals 2, 4, 5)</p> <p>3. Assure equitable faculty processes through shared governance. (Aligns with USFSM Goals 2, 4, 5)</p> <p>4. Communicate current and new policies and procedures. (Aligns with USFSM Goals 1, 4, 5)</p>				
<p><b>OUTCOMES</b></p>	<p><b>Unit Goal</b></p>	<p><b>Means of Assessing Outcomes</b></p>	<p><b>Assessment Data</b></p>	<p><b>Plan Resulting from Analysis of Assessment</b></p>	<p><b>Chancellor's Response (Dr. Sandra Stone)</b></p>
<p><b>Outcome 1.</b> Improved student retention, timely completion, employment success, student satisfaction, degrees awarded, access rate, SAT scores, HS GPA, adult undergrads, FTE, and Diversity.</p>	<p>1</p>	<p>Florida Board of Governors' Key metrics met as outlined in the 2015-16 strategies in Goals 1 and 3.</p>	<p>2013-2014 PBF</p> <p>Academic Progress Rate = +8.8%</p> <p>Bachelor Degrees in areas of strategic emphasis = +7.2%</p> <p>University Access Rate = +.2%</p> <p>Percent Employed FT or continuing ed. = -3.4%</p> <p>Median Wages of Bachelor Graduates Employed Full time in FL = -1.1%</p> <p>Graduate Degree in areas of strategic</p>	<p>Academic &amp; Student Affairs (ASA) will work to continue its successes from last year on the PBF metrics of Academic Progress Rate and Bachelor's Degrees Awarded in areas of strategic emphasis.</p> <p>In order to improve on the small gains made in the University access rate, the "10 in 3" initiative has been launched, with the goal of offering 10 "fully online" programs in the next 3 years. Though many USFSM courses are offered online, we are working to provide the ability to our core student constituency, commuting transfer students, to have an increased ability to take their entire program online. This will increase access by providing greater schedule flexibility and reduce barriers of physically community to campus at time that might not be ideal for working students with families.</p> <p>USFSM saw the largest PBF metric decrease (-15.3%) in Graduate Degree Awarded in areas of strategic emphasis. While we believe this is largely attributed to a hiring freeze implemented in 2014-2015 by one of our local</p>	<p>We have discussed all these measures and efforts to address them. I believe some of the new staff and initiatives you are putting into place will yield positive results.</p>

			<p>emphasis = -15.3%</p> <p>Bachelor Degrees without Excess Hours = -3.0%</p>	<p>school boards (among other factors), ASA has taken action to improve this metric through the combination of creating a dedicated Graduate Advisor position, and to increase employment focus in the Career Advisor model.</p> <p>Another area of concern where action has been immediately taken is the -3.0% decrease on the PBF metric of Bachelor degrees awarded without excess hours. As an area of concern for the larger USF system, excess hours issues are being addressed through the FUSE initiative, led by Provost Wilcox, which fosters a larger regional educational community among USF and the area State and Community colleges, created more defined pathways for incoming students to reduce excess hours being transferred in. USFSM ASA has created a dedicated Transfer Advisor position that will work with the FUSE program, and will also strengthen the relationship between traditional advising and admissions to focus on excess hours issues largely being identified in the transfer process.</p>	
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		<p>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, &amp; 3 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% in the number of students that have to be contacted to register.</p>	<p>Increase/Decrease in 2015-16 =</p> <p>Students changed to inactive by academic year</p> <p>2010-2011 = 194  2011-2012 = 224  2012-2013 = 290  2013-2014 = 251  2014-2015 = 295</p> <p>Summer 2016 Outreach Data</p> <p>Total emails sent</p> <p>4 weeks out = 1450  3 weeks out = 1359  2 weeks out = 1280  1 week out = 1223</p>	<p>The total number of students that have needed to be contacted has increased since the last academic year, which is largely impacted based on the size difference of the total student population.</p> <p>As the size of the USFSM population has changes, the number of students being impacted by the 3 term dismissal rule has also fluctuated. As such, USFSM engages in activities to reach out to students via email for 4 weeks prior to each semester's registration period in order to inform students of the need to register for the term.</p> <p>In addition to the email outreach, beginning for the Summer 2016 term, USFSM Student Services and advisors researched the cases of students who were on the verge of being dropped and called each of them in order to register them for classes so they could continue to work to complete their degree. USFSM sends out reminder emails for registration to all active status students in the weeks leading up to semester registration. This is done to provide a reminder service to students, to assist student in completing their degree in a timely manner, and to attempt to reduce the number of student who are withdrawn due to failing to attend in the last 3 semesters per USF policy.</p>	<p>Outreach efforts are good – maybe we could try some different approaches. We continue to rely heavily on email despite data indicating the younger students don't use email as much as older students might. Maybe more emphasis on texting or other social media would help. Also, maybe we could use other students to help with outreach.</p>
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		<p>Retention Rate: Data collected and reviewed from USF INFOCENTER.</p> <p>Increase USFSM student academic year Retention rate by 1%.</p>	<p>USFSM Fall to Fall Retention Rate:</p> <p>2012-2013: 58.2%</p> <p>2013-2014: 62.8%</p> <p>2014-2015: 61.2%</p> <p>FTIC:</p> <p>2012-2013: n/a</p> <p>2013-2014: 72.4%</p> <p>2014-2015: 78.0%</p> <p>FL CS Transfer:</p> <p>2012-2013: 68.0%</p> <p>2013-2014: 74.6%</p> <p>2014-2015: 71.8%</p> <p>Other Transfer:</p> <p>2012-2013: 61.3%</p> <p>2013-2014: 50.9%</p> <p>2014-2015: 71.8%</p>	<p>The overall 2014-2015 Fall to Fall Retention rate is up around 3% since the 2012-2013 year, but is down 1.6% from the previous year.</p> <p>However, The FTIC retention rate is up significantly (almost 6%) from the previous year, as is the "Other Transfer" rate, which increased almost 21% from the previous year.</p> <p>Florida College System Transfers and Graduate Fall 2014-Fall 2015 retention rates, however, dipped around 3% – 4% from the previous year.</p> <p>As USFSM has moved to make some modifications in its advising model, the additions of dedicated Graduate Advisor and the Transfer Advisor positions that will be able to focus on improving outreach and intervention with these two populations. Additionally, USFSM is taking steps to improve Student Services and staff communication, especially around case management and improving the early alerts process for critical intervention and reporting.</p>	<p>Changes made in staffing and programming should help with retention – looking forward to seeing this year's numbers.</p>
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			<p>Graduate:</p> <p>2012-2013: 66.7%</p> <p>2013-2014: 81.8%</p> <p>2014-2015: 77.8%</p>		
		Continue early alerts and use of mid-term grades to identify students that need additional interventions.	<p>Early Alert Faculty Requests Sent</p> <p>201401 = 132 201408 = 139 201501 = 0 201508 = 156 201601 = 356</p> <p>Total early alert issues identified</p> <p>201401 = 47 201408 = 130 201501 = 0 201508 = 261 201601 = 144</p>	<p>Early alert requests sent to faculty were improved in the Fall 2015, and were expanded for the first time in spring 2016 to include all System faculty with USFSM students enrolled.</p> <p>Early alert issues identified by faculty were at their highest in the Fall of 2015, after a cooperative rollout with faculty that term.</p> <p>Currently, early alerts are collected at one point during the semester during the mid-term period. New methods are being explored to allow faculty to submit real-time alerts to student services with a simple, user-friendly process.</p>	Maybe it would be helpful to get early alert reports earlier in the semester to allow for more time for recovery.
<b>Outcome 2.</b> Faculty supported for teaching and research efforts.	2	Provide increased faculty professional development (Strategies 4.1, 4.3, 5.1); Improve diversity within faculty and staff	Retention Rate: Data collected and reviewed from USF INFOCENTER. Increase USFSM student academic year	\$40,000 was dedicated for this previous year to distribute to faculty to use for conference travel, research support, etc. to support Faculty Professional Development.	We need to monitor and be sure we are providing adequate support for professional development for faculty and staff. Also

		<p>(Strategy 2.9). Expand programs in areas of strategic emphasis (Strategy 3.1); create comprehensive structures to consistently assess capacity and demand for programs (Strategy 3.3).</p>	<p>conversion rate by 1%.</p> <p>Tenure Faculty</p> <p>Between 2010-2015 this has been an increase of 76.9% in tenure faculty; this increase included a 200% increase in female faculty and a 300% increase in Asian faculty. During the previous year, there has been an increase of 35.3% which signifies 6 positions, including 3 women (50%). That increase included 3 White tenured faculty members(50%), two Asian faculty members(33.3%) , and one non-resident alien(16.6%). There are 6 tenured</p>	<p>The diversity increase has been an intentional effort. Out national faculty searches are advertised in diverse publications such as Hispanic Outlook, Diverse Issues in Higher Education, and Women in Higher Education. When using Academic Careers Online, we frequently purchase the Diversity Package, which pushes the advertisement to a broader audience, including through venues with no barriers (fees, etc.). Colleges are also encouraged to advertise job posting in discipline specific boards and listservs.</p> <p>We also strive to have diverse search committees, and these search committees are trained to meet diversity requirement. Human Resources certify job applicant pools by reviewing the number of applicants and their race and gender diversity. This review is done with consideration for the length of the posting and where it was advertised to ensure we are making a good faith effort to get a diverse applicant pool. Human Resources also ensure that the minimum qualifications listed on a job posting do not limit the pool.</p>	<p>need to ensure we have appropriate technology in the classroom. Hiring a new grants manager will help with grant support.</p> <p>Thanks for the efforts to reach a broad audience for recruiting. We all need to stay on top of this.</p>
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			<p>faculty from diverse race/ethnicity which account for 26%, which is an increase from 23.5% last year. Our percentage of white faculty also decreased from 76.5% to 59.6%.</p> <p>Tenure Track Faculty</p> <p>USFSM has a small number of tenure track faculty at 14. This number decreased from a high of 19 in the five year period of 2010-2015. Females in this category account for 50% of the faculty. The diverse race/ethnicity faculty account for 28.6% (1 Asian faculty</p>	<p>During the previous year, there has been a 100% increase in Hispanic faculty members and a 100% increase in Black faculty members. Our decrease in female and Asian faculty members in tenure-track positions is because these faculty members were nominated for tenure. With such a small faculty, it is important to look at the aggregate of all faculty lines, rather than just individual tracks, as it shows USFSM's progress towards a more diverse faculty, and it eliminates the large percentage changes due to one faculty member (For example, if one faculty member goes from tenured track to tenured that could show a 100% less for that ethnicity in tenure track).</p>	
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			<p>member, 2 Hispanic faculty members, and 1 Black faculty member). Over the past five years, our percentage of white faculty has decreased by 40%.</p> <p>Non-Tenure Faculty</p> <p>USFSM has 45 non-tenure earning faculty. In 2010 USFSM had 17 faculty positions in this category and it shows an increase of 164.7% for the 2010-15 period. This increase has continued in the previous year at a rate of 15.4%. Female faculty in this category</p>		
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			<p>increased by 166.7% in the five year period, and account for 53.3% of the non-tenure earning faculty. Faculty from diverse race/ethnicity represents 17.7 % of the non-tenure earning faculty, and faculty in the NRA category represent 8.8%. During the past year, there has been a 100% increase in Black faculty members and 50% increase in Asian faculty members, while only having a 6.5% increase in white faculty members.</p>		
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<p><b>Outcome 3.</b> Improved faculty involvement and continuity in academic processes at USFSM and within the USF System.</p>	<p>3,4</p>	<p>Develop articulation agreements (Strategy 3.6); explore fine arts curriculum expansion (Strategy 3.9); increase service learning/community engaged courses (Strategy 4.7); align tenure and promotion guidelines to reflect scholarly activity expectations (Strategy 5.2); cultivate student-faculty research collaboration (Strategy 5.3).</p>	<p>Continue early alerts and use of mid-term grades to identify students that need additional interventions.</p>	<p>USFSM participates in the Statewide Articulation Agreement, an articulation agreement, in effect since April 13, 1971 and later adopted by the Florida Legislature in statute form as Florida law, governs an effective and orderly transfer of Florida college students into the State University System (SUS). The agreement defines and establishes the Associate in Arts degree from a Florida public college as the basis for all articulation rights.</p> <p>USFSM has also begun to participate in the FUSE program, which the USF system is developing to strengthen the pipeline of students graduating from Florida College System institutions in the Tampa Bay area. This program, when fully implemented, will offer guaranteed admission to a USF System institution provided that they earn their Associates of Arts degree in three to four years, with a minimum grade point average of 2.0.</p> <p>USFSM will continue the expansion of fine arts curriculum. With Governor Rick Scott’s signing of the 2014-15 state budget, USF will gain funding and policy support for several institutional priorities, including the Center for Partnerships for Arts-Integrated Teaching (PAInT) with a \$200,000 allocation.</p> <p>USFSM also seeks to increase its service learning and community engaged course, and is currently beginning the process to seek</p>	<p>Steps are being made to move us forward in all these areas – Thanks!</p>
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				<p>Carnegie recognition for community engagement. Our mission is to expand and strengthen community engagement locally, nationally and globally in support of the strategic priorities of USFSM: student success, teaching and learning, scholarly activity, campus life, partnerships, and responsible financial management.</p> <p>Regarding student-faculty research collaboration, Jenny Mariano is the Faculty Coordinator of Research. As published in the 2016-2017 USFSM catalog under USFSM goals, we commit that Our students will be well prepared for careers in diverse fields, as well as graduate or professional schools. They will have the critical skills and broad outlook that will empower them to be engaged and productive leaders in their communities; which includes cultivating a vigorous research culture that incorporates student researchers under the mentorship of faculty, and to practice effective pedagogy that facilitates student-centered environments and critical thinking.</p>	
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OUTCOMES	Unit Goal	Means of Assessment	Assessment Data	Plan Resulting from Analysis of Assessment	Chancellor's Response (Dr. Sandra Stone)
<p><b>Outcome 4.</b> Support student success by increasing course scheduling flexibility, efficiency and time to degree.</p>	<p>1</p>	<p>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.</p>	<p>USFSM had 70 curricular changes to our 2016-17 academic catalog.</p> <p>Course Sections:</p> <p>Total Sections:</p> <p>2014-2015: 883 2015-2016: 1074</p> <p>Lecture:</p> <p>2014-2015: 450 2015-2016: 397</p> <p>Internships:</p> <p>2014-2015: 33 2015-2016: 45</p> <p>Laboratory:</p> <p>2014-2015: 20 2015-2016: 153</p> <p>Other:</p> <p>2014-2015: 318 2015-2016: 407</p> <p>Directed Study:</p> <p>2014-2015: 46 2015-2016: 53</p>	<p>New additions include the Risk Management &amp; Insurance minor, an Education minor, and the Big Data for IT Certificate.</p> <p>Over the last academic year, the total number of sections offered by USFSM has increased by 21.6% (from 883 in 2014-2015 to 1074 in 2015-2016).</p> <p>Although the total number of lecture sections has decreased 11.8%, the number increasing number of sections for Internships, Laboratory, Directed Study, and Other course sections has led to that overall increase.</p>	<p>Thanks for efforts across all units in Academic Affairs to keep monitoring scheduling and make adjustments to better meet student needs.</p>

	<p>Continue the implementation of the USFSM Core Curriculum. 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.</p>	<p>Number of USFSM Curriculum Ladders</p> <p>Undergraduate 2015 – 2016: 28 2014 – 2015: 27 2013 – 2014: 23</p> <p>Graduate 2015 – 2016: 10 2014 – 2015: 0 2013 – 2014: 0</p>	<p>Curriculum Ladders are maintained on the USFSM website at <a href="http://usfsm.edu/faculty-senate/undergraduate-graduate-curriculum-progression-ladders/">http://usfsm.edu/faculty-senate/undergraduate-graduate-curriculum-progression-ladders/</a>. As USFSM has increased its offerings over the last several years, the number of curriculum ladders has steadily increased, and USFSM currently maintains the last 3 years of curriculum ladders online to ensure advisors have access to the appropriate ladder relative to the catalog the student enrolled under.</p> <p>Additionally, new for 2015-2016, USFSM has developed curriculum ladders for its graduate programs to help streamline advising review of graduate student course progression.</p> <p>Regarding the Degree Works system, there are some known discrepancies in terms of how degree audits calculate, specifically between major-minor course assignment, and the lack of inclusion of graduate programs in degree works. IT requests have been submitted to update degree works to ensure the correct application of policy as applied to graduation checks by major.</p> <p>Additionally, USFSM hired a new position for “Chief Advisor” on June 1, 2016. In addition to other responsibilities, this position will be responsible for ensuring that degree ladders, course progressions, and advising systems are accurately maintained, and are easily accessible for advising staff and students.</p>	<p>Thanks for all the work in this area to make it clear to students what they need to do to stay on track for graduation.</p>
	<p>Collaborate with all stakeholders (USF Tampa and USFSP) in supporting a process of obtaining data on courses needed by our students to</p>	<p>USFSM had 70 curricular changes to our 2016-17 academic catalog.</p>	<p>USFSM does not systematically track or archive course sections that are added or removed for previous terms.</p>	

		graduate in a timely manner and provide an effective course schedule.	<p>Course Sections:</p> <p>Total Sections:</p> <p>2014-2015: 883 2015-2016: 1074</p> <p>Lecture:</p> <p>2014-2015: 450 2015-2016: 397</p> <p>Internships:</p> <p>2014-2015: 33 2015-2016: 45</p> <p>Laboratory:</p> <p>2014-2015: 20 2015-2016: 153</p> <p>Other:</p> <p>2014-2015: 318 2015-2016: 407</p> <p>Directed Study:</p> <p>2014-2015: 46 2015-2016: 53</p>	<p>New additions include the Risk Management &amp; Insurance minor, an Education minor, and the Big Data for IT Certificate.</p> <p>Over the last academic year, the total number of sections offered by USFSM has increased by 21.6% (from 883 in 2014-2015 to 1074 in 2015-2016).</p> <p>Although the total number of lecture sections has decreased 11.8%, the number increasing number of sections for Internships, Laboratory, Directed Study, and Other course sections has led to that overall increase.</p>	Continue monitoring and making needed adjustments.
		Contact students without declared majors during the third week of classes to provide career advising.	<p>Summer 2016 Outreach Data</p> <p>Total emails sent</p> <p>4 weeks out = 1450 3 weeks out = 1359 2 weeks out = 1280 1 week out = 1223</p>	<p>USFSM is in the process of transitioning to a career advising model, which will set experienced professionals who have recently been employed in the hiring career field as the primary contact for course scheduling to ensure career relevance.</p> <p>Additionally, an FTIC advisor position created to advise FTICs who are undeclared.</p> <p>In addition to this support for reaching out to contact students, USFSM sends out reminder</p>	Good to do outreach – may need to look at other forms of contact besides email. Maybe ask students about the best way to contact them.

				<p>emails for registration to all active status students in the weeks leading up to semester registration. This is done to provide a reminder service to students, to assist student in completing their degree in a timely manner, and to attempt to reduce the number of student who are withdrawn due to failing to attend in the last 3 semesters per USF policy.</p> <p>In addition to the emails, beginning for the Summer 2016 term, USFSM Student Services and advisors researched the cases of students who were on the verge of being dropped and called each of them in order to register them for classes so they could continue to work to complete their degree.</p>	
<p><b>Outcome 5.</b> Expand career oriented internship opportunities.</p>	1	Develop interventions, workshops, and classroom presentations for students and employers.	<p>2015-2016 Career Workshops/Events</p> <p><b>Total events: 39</b> Career Readiness Activities: 18 Mock Interviews: 7 Grad Info Sessions: 2 Employers Recruiting on Campus: 7 Mentor Days: 5</p>	<p>USFSM Career Services holds regular events throughout the year to promote career readiness and to connect students, alumni, and employers in order to promote gainful employment for our graduates.</p> <p>Such events include hosting on-campus recruiting events where local employers come on site to meet with students and graduates, Conducting mock interviews to help students prepare for finding their post-education careers, and Mentor Mondays, where students have the opportunity to meet 1-on-1 with retired industry leaders provide students the opportunities to get connected and help to expand their professional networks.</p>	Continue offering a variety of activities to get students career –ready and continue building partnerships in the community to expand networks and internship opportunities.
<p><b>Outcome 6</b> Offer co-curricular activities that</p>	1	Track the types of programs offered by the Office of Student Engagement, Student Government, Campus Activities	For the 2015-2016 Academic year, the following number of events were tracked is	This is most likely attributed to better system tracking in OrgSync. During the 2014-2015 academic year, we only had one upload	Continue to track and monitor. Looks like there is a core group of students

<p>appeal to an intergenerational and diverse population to increase involvement and connection with USFSM outside of the classroom.</p>	<p>Board, and registered student organizations (RSO's) that include, but are not limited to: educational, cultural, recreational, service focused, and social. This will be done through event registration in OrgSync.</p>	<p>OrgSync by type for student engagement.</p> <p>Meetings: 390  Educational: 55  Cultural: 19  Recreational: 44  Service: 32  Social: 209</p>	<p>completed to add new students and remove alumni which skewed our numbers higher and included students who were no longer members of the University community. This year (2015-2016) we had three uploads enhancing the accuracy of this number.</p>	<p>involved in many activities. Maybe look at ways to get a larger number of students actively involved outside the classroom.</p>
	<p>Track RSO membership and attendance at co-curricular events and activities offered by Student Engagement, Student Government, Campus Activities Board, and RSO's through OrgSync.</p>	<p>As of the 2015-2016 Academic year, USFSM had 31 Registered Student Organizations documented in the Org Sync platform, with 1757 total registered members, and 594 "Unique Students" actively involved in using Org Sync to attend and track student engagement activity.</p> <p>While these figures represent a 36% increase in the total number of registered students from the previous year, there was a 6% decrease in the number of registered organizations, and a 5% decrease in the total number of unique students involved.</p>	<p>API was purchased for OrgSync and will establish real time tracking of involvement to ensure accuracy of the number of unique students involved and registered student organization membership.</p>	

<p><b>Outcome 7.</b>Support student success through the implementation of learning outcomes for co-curricular experiences.</p>	<p>1</p>	<p>Provide materials for self-assessments (baseline, mid-year, and end of year) for student leaders. Provide Student Engagement staff coaches for student leaders to discuss learning, goal setting, and individual personal and professional growth. All Student Government officers will be partnered and RSO officers have the option of participating. In addition, RSO's will be encouraged to identify outcomes for their events and activities through OrgSync.</p>	<p>Learning Outcomes materials and self-assessments (baseline, mid-year, and end of year) were completed in Fall 2015.</p> <p>All SGA officers were paired with Student Engagement staff coaches to discuss learning, goal setting, and individual personal and professional growth (31 students)</p>	<p>LO's will be presented earlier to SGA officers to encourage their involvement with the program from the beginning of the year.</p>	<p>This is good. Continue development work with student leaders.</p>
<p><b>Outcome 8.</b> Students indicate they are satisfied with USFSM Student Services.</p>	<p>1</p>	<p>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, 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.</p>	<p>2015-2016 Senior Survey</p>	<p>2015-2016 is the first year that the USFSM Office of Institutional Research administered the College Senior Survey in lieu of the in-house satisfaction survey. Comparative data is not available.</p> <p>Please note, this survey received a 9.5% response rate. As such, the findings from this survey, when available, may not be representative of the larger student body.</p> <p>The overall target of a 4.0 on a 1 to 5 satisfaction rating scale was surpassed with a 4.2 for the Overall College Experience. The distribution of results shows that <b>82.9%</b> of</p>	<p>Continue with annual survey and work toward higher marks as “very satisfied” and “satisfied” would be great to not have any negative responses. Also need to get higher response rate.</p>

			<p>Overall college Experience = 4.2 on a 1-5 Scale</p> <p>Or</p> <p>% of respondents indicating</p> <ul style="list-style-type: none"> <li>• “Very Satisfied” (42.9%)</li> <li>• “Satisfied” (40.0%)</li> <li>• <b>(Total positive = 82.9%)</b></li> <li>• Neutral (11.4%)</li> <li>• Dissatisfied (2.9%)</li> <li>• Very Dissatisfied (2.9%)</li> <li>• <b>(Total Negative = 5.8%)</b></li> </ul>	<p>respondents indicated that they were either “Very Satisfied” or “Satisfied” with their overall experience. Only 5.8% of respondents indicated a negative experience with their Overall College experience.</p> <p>The overall target of a 4.0 on a 1 to 5 satisfaction rating scale was surpassed with a 4.2 for the Ability to find a faculty or staff mentor. The distribution of results shows that <b>81.7%</b> of respondents indicated that they were either “Very Satisfied” or “Satisfied” with their ability to find a mentor. Only 7.0% of respondents indicated a negative experience on this metric.</p> <p>The overall target of a 4.0 on a 1 to 5 satisfaction rating scale For Academic Advising was met. The distribution of results shows that <b>74.6%</b> of respondents indicated that they were either “Very Satisfied” or “Satisfied” with Academic Advising.</p> <p>As a point of improvement, however, a total of 15.5% of respondents indicated a negative experience with Academic Advising, with another 9.9% indicating a neutral response.</p>	
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Ability to find a faculty or staff mentor = 4.2 on a 1-5 Scale

Or

% of respondents indicating

- “Very Satisfied” (46.5%)
- “Satisfied” (35.2%)
- **(Total positive = 81.7%)**
- Neutral (11.3%)
- Dissatisfied (5.6%)
- Very Dissatisfied (1.4%)
- **(Total Negative = 7.0%)**

Academic Advising = 4.0 on a 1-5 Scale

Or

% of respondents indicating

			<ul style="list-style-type: none"> <li>• “Very Satisfied” (50.7%)</li> <li>• “Satisfied” (23.9%)</li> <li>• <b>(Total positive = 74.6%)</b></li> <li>• Neutral (9.9%)</li> <li>• Dissatisfied (8.5%)</li> <li>• Very Dissatisfied (7.0%)</li> <li>• <b>(Total Negative = 15.5%)</b></li> </ul>		
		<p>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.</p>	<p>No data since Spring 2014</p>	<p>The last data that exists for Students with Disabilities Satisfaction Survey completed was in the Spring of 2014. The Student with Disabilities survey will be revised and redelivered beginning at the end of the Summer 2016 term to re-establish this important data collection point.</p>	<p>Yes. Need this feedback.</p>
		<p>Satisfaction rates will demonstrate Career Services delivers comprehensive and quality services with ratings of “very satisfied” and “satisfied” with over 90% satisfaction rating.</p>	<p>2015-2016 Senior Survey</p> <p>Please rate your satisfaction with your college in each area:</p>	<p>2015-2016 is the first year that the USFSM Office of Institutional Research administered the College Senior Survey in lieu of the in-house satisfaction survey. Comparative data is not available.</p> <p>Please note, this survey received a 9.5% response rate. As such, the findings from this</p>	<p>As with other survey data – need to increase response rate and increase positive responses.</p>

			<p>Career-related resources and support= 3.8 on a 1-5 Scale</p> <p>Or</p> <p>% of respondents indicating</p> <ul style="list-style-type: none"> <li>• “Very Satisfied” (36.4%)</li> <li>• “Satisfied” (27.3%)</li> <li>• <b>(Total positive = 63.7%)</b></li> <li>• Neutral (18.2%)</li> <li>• Dissatisfied (10.9%)</li> <li>• Very Dissatisfied (7.3%)</li> <li>• <b>(Total Negative = 18.2%)</b></li> </ul>	<p>survey, when available, may not be representative of the larger student body.</p> <p>The overall target of a 4.0 on a 1 to 5 satisfaction rating scale was not quite met with a 3.8 for the Career-related resources and support. The distribution of results shows that <b>63.7%</b> of respondents indicated that they were either “Very Satisfied” or “Satisfied” with Career-related resources and support. A total of 18.2% of respondents indicated a negative experience with their Overall College experience.</p> <p>When considering the Relevance of coursework to future career plans, the overall target of a 4.0 on a 1 to 5 satisfaction rating scale also just shy with a 3.99 average on a 1 – 5 scale. The distribution of results shows that <b>71.7%</b> of respondents indicated that they were either “Very Satisfied” or “Satisfied” with Relevance of coursework to future career plans, and a total of 9.9% of respondents indicated a negative.</p>	
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Relevance of  
coursework to future  
career plans= 3.99 on a  
1-5 Scale

Or

% of respondents  
indicating

- “Very Satisfied”  
(40.8%)  
“Satisfied”  
(31.0%)  
**(Total positive =  
71.7%)**
- Neutral (18.3%)
- Dissatisfied  
(5.6%)
- Very Dissatisfied  
(4.2%)  
**(Total Negative  
= 9.9%)**

		<p>Overall Academic Advising experience rating will indicate Strongly Agree or Agree satisfaction of at least a 3 on a scale of 1 to 4.</p> <p>Overall satisfaction with the Academic Advising Experience by the percentage of students indicating they “would recommend their advisor to another student” based on the Post-Advising Survey. Post advising surveys are delivered via email to students at the completion of each academic advising appointment.</p>	<p><b>Academic Advising Survey:</b>  2013-2014 = 93.0%  2014-2015 = 97.3%  2015-2016 = 97.1%</p>	<p>Satisfaction indicators for academic advisors remain high for students indicating they would recommend their advisor to other students. Several upgrades to this data tracking process were made at the end of this academic year to improve response rate and improve data reliability. Continued monitoring of these upgrades will be monitored for effectiveness.</p> <p>Upgrades were made to the Time Trade system, which automatically delivers the post-advising survey upon the completion of an appointment. One-Click start/start functionality was added to increase the rate of survey delivery at the end of all advising student appointments.</p> <p>Additionally, the post advising survey was migrated from Survey Monkey to the USF system-wide contracted survey platform, Qualtrics. This brings advantages of increasing mobile user friendliness, and improved results communication via weekly emails to Deans and Administrators, as well as real-time integration into business intelligence processes.</p>	<p>This is great! Nice to see staffing changes and restructuring did not seem to affect quality of services to students.</p> <p>Where are results for scale of 1 to 4?</p>
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