Section 5: Standard 7: Assessment of Institutional Effectiveness

Following the recommendation of the evaluation team, the University in 2007 adopted a plan for assessment of institutional effectiveness. While the term refers to all types of outcomes, including student learning, the plan specifically addresses effectiveness of academic support and administrative units in advancing the university mission of providing quality education to its students.

Assessment of institutional effectiveness is not new to Fairleigh Dickinson University. There is a long tradition of using assessment to inform decision-making in diverse areas such as planning, budgeting, enrollment management and student life. Assessment of student learning outcomes is an integral component of all its accredited and externally certified academic programs. What the Institutional Assessment plan does is to provide a complete framework of assessment for relevant administrative and academic support units and offices with uniform standards and consistency of implementation, documentation and dissemination of assessment activities and results.

In doing so, it acknowledges the fact that a well-rounded college experience goes beyond classroom learning to include co-curricular and residential life experiences, service and research activities, all of which influence and shape the students’ intellectual, social, psychological and personal development. The administrative units are also part of assessment of institutional effectiveness since they carry out the business of education.

The plan outlines a six-step process for assessment as indicated in the chart below:

**Figure 1: Assessment Process Flow Chart**

![Assessment Process Flow Chart](image-url)
Following the creation of the plan, a committee on Assessment of Institutional Effectiveness comprised of administrators from a cross-section of university/campus departments was formed to shepherd the assessment process in its initial stages. The members of the Committee included the Associate Vice-President for Institutional Research and Assessment, Assistant Provost for Education Technology, Associate Provost and Director of Honors Program (College at Florham), Associate Provost for Academic Administration, Executive Assistant to the President, Dean of Student Affairs (Metropolitan campus) and the assessment coordinator at Petrocelli College. The process began with a hands-on workshop for the heads of administrative and academic support units. At the workshop the participants developed unit mission statement based on the university mission statement and completed the first three columns of the Nichols’ Five-column model for assessment of AES units. The participants were also familiarized with the annual assessment cycles and the MSCHE expectations and standards relating to institutional assessment (Appendix).

The Office of Institutional Research and Assessment has been responsible for coordinating the implementation of the assessment plan. At the beginning of each academic year, all AES units are called upon to submit an assessment plan for the current year and a status report on the previous year’s assessment plan. However, given the vast diversity in the size, resources, functions and the people they serve, each AES unit determines what constitutes effectiveness in its area and how to measure it. At the end of each assessment cycle, the report submitted by the unit is approved and signed by the Provost or the Vice-President.

As the assessment process has evolved and grown, new methodologies were introduced to encourage timely compliance. One effective change in assessment methodology was encouraging units to use the data collected in the implementation of their departmental strategic plan for assessment activities. This was possible because at FDU major administrative and academic support units are required to develop strategic plans for their departments which then become part of University’s strategic plan. Often, these include action items that are operational in nature, involving data collection and process improvement. In such instances, the units were encouraged to incorporate them into their assessment plan. (For example, the Human Resources department has introduced Weight Watchers program as part of its strategic goal of promoting wellness programs for employees. It has gathered data relating to employee participation and weight loss and has used the information to provide additional incentives for increased participation and weight loss. This is now part of their annual assessment plan.) The following table provides a list of the departments engaging in assessment of their programs, services or policies (for more detail of their assessment activities, please see Appendix).
Table 1: Areas/Divisions/Units Providing Evidence of Assessment

I. Office of the Provost and Senior VP for Academic Affairs
   1. Center for Teaching and Learning
      1. Teaching and Learning
      2. Academic Technology
   2. Grants and Sponsored Research
   3. Institutional Research and Assessment
   4. Library

II. Office of the Senior Vice-President for Finance
    1. Accounting/Treasurer
    2. Bursar
    3. Budgeting
    4. Purchasing
    5. Human Resources
       1. Payroll
       2. Human Resources
    6. Information Technology
       1. MIS
       2. Telephone
       3. Networks
    7. Enrollment Services

III. Office of the Campus Provosts
     1. Student Life
        1. Orientation
        2. Resident Life
        3. Judicial Affairs
        4. Health Services
        5. Counseling Services
        6. Other
     2. Academic Advising/ Tutoring
     3. Special Admits (EOF, FIS)
     4. Campus Safety
     5. International Student Services
     6. Career Services

IV. Office of the College Deans
    1. Academic Advising
    2. ESL Program
Below is a thumbnail sketch of assessment activities taking place in the Administrative and Educational Support units across the university. Details of individual assessment plans are provided in Appendix

- Academic Advising Center at the Metropolitan campus used data from its student satisfaction surveys to increase privacy in individual tutorial sessions by altering layout of tutoring rooms and vestibules and providing Express Advising appointments for students who desire faster advising.
- Public Safety at Metro improved its response time to call for service by instituting a form to gather data on response time.
- Career Services at Metro used feedback from employers to implement programs to increase student participation in Career Fairs.
- Career Services at Florham uses tracking data and satisfaction surveys to evaluate its internship program and to achieve its placement goals.
- The office of Academic Technology has used faculty feedback for enhancing classroom technology and outfitted all classrooms with projects and DVD/VCR combo.
- Teaching and Learning Center has improved faculty enrollment in educational technology developmental workshops by introducing a new type of registration called “at your convenience”.
- The Dean of Students office at Metropolitan campus has used the student and parent feedback data on Orientation to provide shorter sessions and more timely delivery of Orientation materials.
- Enrollment Services created a billing system and payment plan for trimester terms and special programs to improve receivables.
- Equal Opportunity Fellow program exceeded its enrollment goals by implementing a series of new recruiting strategies.
- Through a tracking system, the office of Programs in Language, Culture, and Professional Advancement monitors its goal of outside the classroom academic support/tutoring for international students.
- Based on the external financial statement audit results, including unqualified opinion on the financial statements from external auditors, Accounting department has set up benchmarks for maintenance of financial standards and accounting practices.
- The Office of Resource Allocation & Planning has used the Web Advisor to provide ready and quick access to monthly reports to budget officers.
- Freshman Intensive Studies program used results of the Student Exit Survey to improve the effectiveness of 4th hour of instruction
- The Counseling Services at Florham used the CORE survey data to target educational efforts to specific groups to improve student drinking behaviors.
- The Office of Greek Life at Florham evaluated the sorority system on campus to identify areas for improvement
- The Office of Judicial Affairs at Florham used student survey data to alter the fine structure that was considered more equitable to the students.
- The Office of Residential Life at Florham used the EBI survey evaluate the effectiveness of Housing operations and identified five areas that needed attention.
- The Office of Student Health Services at Florham uses data from Health Fair questionnaires to develop new educational programs.
- The Office of Grants and Sponsored Programs implemented InfoEd EASE System enabling to capture system configuration data, faculty profile data.
- Human Resources developed health/dental coverage options for part-time staff and faculty and increased participation in the program
- The libraries used data from LibQual+ survey to assess user perceptions of the library and its services.
The Office of International Student Services has used data from Orientation survey to make changes in timing of events and food services.

The Office of Information Resources Technology enhanced user support capabilities by instituting web-based self service portals.

The Office of Institutional Research and Assessment created an Economic Impact Study that was shared with the local communities.

As can be seen from the examples given above, assessment activities in the AES units cover a wide spectrum. These examples, along with the documentation provided in the Appendices, demonstrate that among the AES units there is a strong commitment to carrying out the institutional mission as effectively as possible. A strong contributing factor is the spirit of collaboration among the members of the FDU community and the support provided by the senior administration.

(Version 1.2 prepared by Indira Govindan on March 25, 2011)
Name of the Unit: Center for Academic Student Services: Metropolitan Campus

Department Mission Statement

The Center for Academic Student Services provides guidance and support to the individual student in making informed decisions that will be beneficial to their academic, social and intellectual life.

The Center understands the necessity of intellectual competency to prosper in a global marketplace and as such, provides the following: assessment of basic academic skills; additional educational reinforcement for developmental courses through laboratory instruction; individualized tutorial support to both undergraduate and graduate students; individualized developmental advising and academic planning of curriculum requirements, university policies and procedures; and impartial campus resource and liaison for accurate academic information for students, faculty and staff.

The Center thereby empowers students to develop and strengthen individual problem-solving and academic skills necessary to be successful at FDU and in a multidisciplinary, multicultural, global marketplace.

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<tr>
<th>Departmental Objective</th>
<th>Means of Assessment</th>
<th>Summary of data collected</th>
<th>Use of data (closing the loop)</th>
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<tbody>
<tr>
<td>Maintain &amp;/or increase student satisfaction with services offered in both Academic Resource and Advisement Centers, which comprise the Center for Academic Student Services.</td>
<td>Survey student satisfaction in both Academic Resource and Advisement Centers to continue baseline of overall satisfaction of services and expose areas for improvement.</td>
<td>Continued overall satisfaction is found through surveys done in both Centers. Overall student satisfaction indicates Center’s are maintaining or increasing high level of services offered. Areas for improvement are requests for more tutoring hours per week, per subject; increased privacy during tutoring appointments; speedier advising; and intrusive advising.</td>
<td>Continue level of offered services while attempting to provide students what they requested. Increased privacy in individual tutorial sessions by altering layout of tutoring rooms and vestibules. Providing Express Advising appointments for students who desire faster advising.</td>
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<tr>
<td>Encourage independent and proactive student learning within their individualized tutorial support sessions.</td>
<td>Weekly review of Tutoring Updates by Director and survey of tutors at end of semesters. Success will be established by observation of tutorial sessions via Tutoring Updates and feedback provided by tutors.</td>
<td>Clear guidelines and expectations are being utilized regularly by all tutors for all subject areas. Tutoring rules are reviewed with each student and students who show to their appointments but have no work with them and leave are noted as doing so on all Tutoring Update forms so faculty are aware. Tutor Surveys cite spending equal amount of time on review of course content as well as how to be a successful independent learner (i.e. prioritizing, goal setting, confidence building, effective communication skills, etc.) A yearly increase of students requesting tutoring is occurring while our institutional student profile is steady or rising, indicating students are taking an active role in their academics.</td>
<td>Some students require the ‘how to’ skills of being a successful student. Increasing tutor awareness of empowering students while providing resources to review with &amp; disseminate to students are necessary to reinforce a learning culture of self-responsibility.</td>
</tr>
<tr>
<td>3</td>
<td>Provide academic advisement options during Priority Registration to reduce waiting time by instituting student choice of Express Advisement or Drop-In Advising.</td>
<td>Survey by students completed after Express Advisement and Drop-In Advising during the spring semester Priority Registration period. Success will be measured by student usage of Express Advising, as this is the new option and feedback by students expressing their preference.</td>
<td>Of the small amount (44) students who participated in the survey, 24 had an Express Advising (EA) appointment. Of those, all (100%) stated they would use EA again. Of the total number of students surveyed, 32% stated their overall preference was EA, while 41% stated a preference of having an option of EA &amp; Drop-In Advising.</td>
</tr>
</tbody>
</table>
**Administrative and Academic Support Units - Assessment Report Form**

**Name of the Unit: Office of Enrollment Services**

**Office of Enrollment Services Mission Statement:**
The Office of Enrollment Services is dedicated to providing efficient and courteous services to a diverse population of students, alumni, faculty and administrators. We are committed to meeting the needs of those we serve, while in compliance with University, State and Federal regulations. Our team of professionals is comprised of a dynamic and knowledgeable multi-cultural group assisting a global community.

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</table>
| 1 Create a billing system and payment plan for Petrocelli College trimester terms | • Improved receivables  
• More efficient billing system  
• Accommodate state & corporate billing systems for student reimbursement | Identified specific needs and requirements of each special program and cohort to meet the demands of diverse populations and programs offered at the University | • Segregated special groups and cohorts from general student population with special designations in database and assignment of professional staff for each group  
• Implemented “Go Army” & “Go Navy” (WAWF) websites to accommodate military billing and grade reporting  
• Accommodated Hispanic Initiative by translating key documents from English to Spanish  
• Established on-going policies of providing services to meet special needs of students in new trimester programs initiated through Petrocelli College  
• Used already established policies to administer new programs initiated through Silberman, Becton and University Colleges  
• Paralegal Program moved to the Office of Enrollment Services to set up billing system to meet the high standard set by our processing of other cohorts and special programs |
| 2 Outsource the Verification of Enrollment | Track the number of verifications submitted to the National Clearinghouse and compare document turnaround time | Turnaround time significantly decreased by providing access to reporting tool for self printing through FDU website | • Decrease workload of office personnel  
• Creates a more efficient process for enrollment verifications  
• Improved customer satisfaction |
| 3 Coming into compliance with new ‘Red Flag Compliance’ law effective for Universities May 1, 2009 | • Review current procedures involving student records  
• Implement new policies to protect stolen identity  
• Identify different situations that may occur indicating possible identity theft | We are in compliance with all current laws and directives even though deadline was moved to April 2010. However, we are currently working with MIS to remove SSN from | Secure student confidential information |
| Enrollment Verification Letters. |
### Department Mission Statement:
Career Development, College at Florham, is dedicated to educating and empowering the College at Florham students of Fairleigh Dickinson University through counseling, guidance, training and career related programs. It encourages exploration and professional development in preparation for the world of work and/or further education in pursuit of life balance and a fulfilling career. Career Development supports Fairleigh Dickinson University’s mission, providing students with the career-related, inter-cultural and ethical opportunities and understandings, necessary to participate, lead and prosper in the global marketplace of ideas, commerce and culture.

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<tr>
<td>1. Provide overall Career-related Services (Career Counseling, Job Search Strategies and Skills, Resume Development, etc.) at a quality level of 4.3 out of 5.0</td>
<td>Administration of the General Survey to all students, recent graduates and alumni upon conclusion of services provided or at end of academic year</td>
<td>Exceeded target: 4.7 overall satisfaction</td>
<td>Continue provision of services at current quality level</td>
</tr>
</tbody>
</table>
| 2. Provide undergraduate students with Experiential Learning opportunities through administration of the Internship Program, with a. 100% placement rate for those students seeking credit bearing internships, and b. 4.3 out of 5.0 Student Satisfaction with internship experience | a. % of registrations through Enrollment Services  
   b. Administration of Internship Survey to all participating students | a. Met target with 100% placement  
   b. Did not meet 4.3 target; 4.1 result | a. Continue 100% target placement  
   b. Continue with 4.3 target; analysis showed higher trend in satisfaction Spring semester |
| 3. Facilitate recruitment of students, recent graduates, and alumni through two recruiting programs:  
   a. Career / Graduate School Fair (s), with both 93% student and 85% employer satisfaction; 20% student population attending  
   b. On-Campus Accounting Recruitment Program, with 42% student placement; 87% maintenance of number of employers; 4.0 out of 5.0 Student Satisfaction | a. Administration of Career Fair surveys to attending students and employers; sign in sheets  
   b. Administration of Accounting Program survey to participating students; employer feedback | a. Did not target 93% student satisfaction; 88% result; Exceeded target of 85% employer satisfaction; 96% result; did not meet 20% attendance target; 3% result  
   b. Exceeded targets of 42% placement - 75% result; 87% employer maintenance - 97% result; Exceeded target of 4.0 satisfaction; 4.1 result | a. Target 88% student and 90% employer satisfaction; adjust attendance target to 100 students for on-campus Fall fair; 200 students for Spring fair at CSE  
   b. Target 70% placement; 90% employer participation; satisfaction at 4.0 all due to economy |
### Department Mission Statement
The Career Development Center is dedicated to educating and empowering Fairleigh Dickinson students through counseling, guidance, training and career-related programs. It encourages exploration and professional development in preparation for the “world of work” and/or further education, in pursuit of life balance and a fulfilling career.

The Career Development Center supports Fairleigh Dickinson University’s mission, providing students with the career-related, intercultural and ethical opportunities and understandings, necessary to participate, lead and prosper in the global marketplace of ideas, commerce and culture.

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| **1** Students will be satisfied with the services provided by the Career Development Center. | Responses on the Student Evaluation of the Career Development Center will indicate an average rating of satisfied or very satisfied with the services provided by the Career Development Center. | Out of the 64 students who responded to the Career Development Survey about the services provided by CDC: *91% of the students were “very satisfied” or “generally satisfied”*  
*9% of the students were “generally dissatisfied” or “dissatisfied”*  
Surveys were sent to over 200 students who visited CDC during year. | Reviewed students’ comments and found some students were unaware of the programs we provide. Will review present marketing material and distribution and make changes accordingly. |
| **2** Employers will be satisfied with the services provided by the Career Development Center. | Responses on the Employer On-campus and Career Fair evaluations will indicate an average rating of satisfied or very satisfied with the services provided by the Career Development Center. | Out of the employers who responded to the Fall and Spring Career Fair Survey, 80% were very satisfied or satisfied with the services provided. Out of the 9 employers who responded to the Nursing and Allied Health Career Fair, 100% were very satisfied or satisfied. | Reviewed employer comments concerning quality of students and lack of student participation. This year will do more advance advertising of events. CD will continue to work with department chairs/faculty to increase student participation. |
| **3** The number of students utilizing Career Development services will increase. | Provide accurate counts of the number of students attending events and career counseling sessions. | The number of students/alumni that Career Development Center reached through career counseling, workshops, employer presentations, on campus recruitment, class room presentations, career fairs and events sponsored by other departments increased by 31%. | Career Development Center will continue to work closely with EOF and EPS to encourage and promote student participation in career-related events. |
**Department Mission Statement:**
The Department of Public Safety, within Fairleigh Dickinson University, is in operation 24 hours a day, 365 days per year and is comprised of motivated, well-trained and caring personnel. All are dedicated and committed to the protection of the lives, safety and welfare of students, faculty, staff and visitors to the University.

The Department of Public Safety, through the combined efforts of all within this department, will strive to enhance and perfect the skills, knowledge and training necessary in providing effective and efficient proactive approaches. We will continue training, awareness programs, coordination with local, state and federal law enforcement authorities when necessary, and act as a liaison between the University community and criminal justice agencies regarding incidents which pertain to the University.

The Department of Public Safety working as a team is here to “Serve and Protect”.

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<tbody>
<tr>
<td>1 Increase the response time to calls for service</td>
<td>Use a departmental form which tracks call, and response time by officer</td>
<td>For the first few months the form was used, the amount of time for response to any call has been dropping and response time continues to drop</td>
<td>Form will continue to be used so all calls for service are responded to in a timely manner</td>
</tr>
<tr>
<td>2 Reduce the amount of incidents that occur on campus</td>
<td>Track the amount of incident reports on a year to year basis</td>
<td>Each year we see a slight reduction in the number of incidents we respond to on campus. Over the past few years, the decrease has been about 1% to 5%. Any reduction is an accomplishment</td>
<td>We know that we may never have a year where we will not have any incidents reported, but through use of technology and officer visibility we will strive to continue to see reductions</td>
</tr>
<tr>
<td>3 Continue to insure that all officers are certified and remain certified under the NJ State Police Security Officer Registration Act</td>
<td>Schedule all new hires to be certified within the first 6 months of employment. Keep records of the date certification expires and send officers for re certification.</td>
<td>To date 85% of officers are certified and plans are underway to schedule the training for the officers that are not.</td>
<td>Have all the officers trained and certified and maintain certifications for all that are employed as Public Safety Officers.</td>
</tr>
</tbody>
</table>
**CTLT Mission Statement**
The Center for Teaching and Learning with Technology is dedicated to supporting excellent teaching and student learning through the use of advanced technologies. We strive to provide excellent service and thoughtful guidance to members of the Fairleigh Dickinson University faculty who employ advanced technologies in their teaching. We also strive to keep abreast of rapid technological changes, and advise the faculty on the best uses of the newest technologies.

**Central CTLT Assessment Projects**

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<tr>
<td>1. CTLT is supporting the Associate Provost in collecting data on the number of academic units who are conducting learning outcomes assessment.</td>
<td>Using the Blackboard Outcomes product, we have created an inventory of all student learning outcomes assessment projects in progress at the University.</td>
<td>The data are still being collected, but show that a majority of our degree programs are taking learning outcomes assessment seriously, have collected data, and in many cases have already used the data to inform academic decisions.</td>
<td>The data will be used to help understand where more work is needed to build an effective culture of assessment. Simply collecting and summarizing this information has already stimulated increased action in a number of programs.</td>
</tr>
<tr>
<td>2. CTLT is engaged in projects to determine the depth and breadth of interest in cutting edge technologies, such as e-readers and iPads.</td>
<td>Several pilot programs have been conducted (including one in collaboration with the campus libraries). Survey data has been collected from faculty, student, and staff participants.</td>
<td>Data have shown which features students and faculty consider to be “required” for e-reader technology. Data have also shown how and why faculty and students may want to use e-readers (and also how they do NOT want to use them).</td>
<td>Data from these pilots has been used to inform the proposal of two newer, larger-scale pilots that have been included in CTLT’s 2011-2014 strategic plan.</td>
</tr>
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**Office of Academic Technologies**

**Department Mission Statement**

The Office of Academic Technologies is dedicated to the development and refinement of a quality teaching and learning technology infrastructure at Fairleigh Dickinson University. This includes supervision and administration of classroom technology, the University’s learning management system, and interactive television operations in relevance to the teaching and learning enterprise furthering the University’s global mission.

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<tbody>
<tr>
<td>1 OAT has had the long term goal of meeting our faculty needs for high-quality classroom technology with the best service possible.</td>
<td>OAT conducts open houses and other faculty discussions, where faculty can report on their experiences using existing classroom technologies and what other technologies they would like to use for teaching.</td>
<td>The most commonly requested enhancements was speakers for better sound quality. A close second was DVD/VCR combos. Faculty has also requested more training opportunities.</td>
<td>We have now outfitted all classrooms with high-quality speakers, and are in the process of outfitting all classrooms with DVD/VCR combos. In addition, training workshops were given.</td>
</tr>
<tr>
<td>2 OAT has had the long term goal of optimizing the storage capabilities of Webcampus, thereby providing improved services to faculty and students. In addition, this goal will provide future cost effectiveness in regards to our Webcampus hosting solution.</td>
<td>OAT collects Webcampus data each semester. This data shows us how many classes are using Webcampus, and also how much space each class is taking. This helps inform the Teaching and Learning Center’s training schedule and also OAT’s plans for future space needs.</td>
<td>The data collected showed that over 75% of faculty use Webcampus. Furthermore the data showed that we needed to archive data more frequently and train the community to backup their data prior to archiving.</td>
<td>We now archive courses more frequently and have developed how-to guides for faculty to backup their own courses prior to archiving. This process has resulted in a much smoother Webcampus operation.</td>
</tr>
<tr>
<td>3 OAT strives to keep downtime on classroom technologies to a minimum. OAT also strives to put new classroom technologies into rooms where they will be used most frequently and effectively.</td>
<td>OAT collects data weekly on the use of overhead data projectors in classrooms. We also check projector functionality weekly. This data informs us as to when a bulb is likely to fail, and thus replace it before it fails. This data also shows us which classrooms make the most use of technology, which helps us know where to prioritize future development projects.</td>
<td>The data have helped us determine which classrooms make the greatest use of technology.</td>
<td>Because of our continued monitoring of the projectors, we have reduced downtime effectively to zero in all rooms (with a few rare exceptions, due to uncontrollable circumstances). Furthermore we installed the speakers and DVD/VCR units first in those rooms in which the projectors are used most frequently.</td>
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</tbody>
</table>
Teaching and Learning Center

Department Mission Statement

The Teaching and Learning Center is dedicated to effective teaching and enabling learning through the delivery of faculty development programs as well as the creation of pedagogically sound, high-quality technology-enhanced course materials, whether delivered via online, blended, or traditional face-to-face.

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</table>
| 1 TLC has had a long term goal of improving faculty enrollment in the educational technology developmental workshop sessions. | Assessment of this objective is continuously being conducted by keeping precise records for each campus of the number of faculty who pre-registered for the workshops as well as actually attended the sessions. In addition, a record of the number of sessions for each workshop topic is tracked and whether any sessions were cancelled. The criteria for success are measuring the new enrollments using pre-registration or “At Your Convenience” method and comparing it to past, current, and future semester workshops. | Data has now been collected for the number of enrollments for each workshop and the number of workshops that were cancelled per campus. The Metropolitan campus had no cancelled sessions in 2009 while Florham had fewer than in prior years. The overall participation for the workshops has steadily increased following the implementation and advertising of the new registration method. In addition, new “At Your Convenience” initiatives were introduced that are being well received by the academic community such as Group workshops, Department workshops, and the newest called Virtual workshops. | TLC’s resources have been more effectively utilized as the faculty receives personal attention with workshops conducted at their convenience. TLC’s sessions always run with at least five attendees and the faculty themselves often advertise the sessions among their colleagues since they know the session will not run until there are five enrollments. Chairs and Directors recruit their own faculty while TLC provides the instructor and location. The clearest evidence that “At Your Convenience” scheduling works, is that we are truly able to schedule on-demand workshops at the Metropolitan Campus due to the existence of our Instructional Design Studio. At the College at Florham, we are limited by availability of computer labs, and as such attendance at our workshops has lagged on that.
| 2 | TLC has had the long term goal of improving the quality of our Teaching with New Technologies (TNT) Institute; a three-day conference open to all FDU faculty and NJEdge.Net members and offered yearly alternating between College at Florham and the Metropolitan Campus. | Assessment of this objective is through surveys conducted for each session and presentation, and the overall Institute survey as well as through discussions with faculty, Chairs/Directors, and Deans. | Data has been collected for the past six TNT Institutes and changes to the program have been implemented each year. Improvements have been widespread from program offerings to logistical changes such as decreasing the number of daily sessions but increasing the length of each session and incorporating hands-on practices. | The data provided each year has increased the Institute’s credibility among the FDU community and the NJEdge.Net community as an effective and meaningful program encouraging quality teaching and teaching excellence in online, blended, and face-to-face courses. |
| 3 | TLC has had the long term goal of continuously improving our course development services that we provide FDU faculty. | Assessment of this objective is through continuous discussions with faculty, Chairs/Directors, and Deans as well as our conversations with colleagues (both administrators and faculty) at other higher education institutions that we know through NJEdge.Net. In addition, Webcampus tracking data provided by the OAT has revealed to us that most of our faculty are already proficient in basic Webcampus skills. | Discussions have revealed faculty interest in and demand for workshops and development opportunities related to iPads, social media, mobile learning, and other cutting-edge technologies that we had not focused on in the past. In addition to the data provided via Webcampus, we had ample evidence that we could and should provide more advanced topics in our training agenda. | Our discussions have stimulated the creation of a wide variety of new workshop topics, leading to better and more appropriate service to our community. Furthermore, our discussions have also stimulated additional interest in our other programs. |
Administrative and Academic Support Units
Assessment Report Form
Name of the Unit: Dean of Students

Department Mission Statement
The Dean of Students Office represents students’ needs to the University administration and faculty and communicates needs from these groups to the students. The staff are primary advocates for students.

New Student Orientation: The mission of Fairleigh Dickinson University-Metro Campus New Student Orientation Program is to facilitate the successful academic and personal transition of new students and their families into the FDU community. Through placement tests, advisement, registration and interaction with orientation leaders, new students are able to learn expectations, gain knowledge of the campus and its resources and seek support. We strive to make new students and family members feel welcomed, appreciated and excited about attending this University.

Judicial Affairs Mission: The mission of the Fairleigh Dickinson University Judicial Affairs is to support the mission of FDU through the implementation of the Code of Student Rights, Responsibilities and Conduct, a due-process judicial system, intervention program and educational programs/sanctions. Through outreach and education to the University community, judicial affairs strives to make FDU a positive living and learning environment.

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<tr>
<td>1 Students will be satisfied with the services provided by the Dean of Students Office specifically Summer orientation 2010.</td>
<td>Responses on the Student Evaluation of Summer Orientation will indicate an average rating of satisfied or very satisfied with the services provided by the Dean of Students Office.</td>
<td>Out of the 430 students who responded to the Summer Orientation 2010 Survey, 95% of the students were very satisfied and 5% of the students were just satisfied</td>
<td>Reviewed student comments concerning Summer Orientation 2010 and will review and revise present Orientation schedule to accommodate their concerns. ie: shorter sessions specifically the diversity Workshop.</td>
</tr>
<tr>
<td>2 Parents will be satisfied with the services provided by the Dean of Students Office specifically Summer Orientation 2010.</td>
<td>Responses on the Parents evaluations of Summer Orientation will indicate an average rating of satisfied or very satisfied with the services provided by the Dean of Students Office.</td>
<td>Out of the 240 parents who responded to the Summer Orientation 2010 survey, 80% were very satisfied 19% satisfied and 1% satisfied but with some concerns.</td>
<td>Reviewed parent comments concerning Summer Orientation 2010 and we will make the necessary changes to accommodate parent concerns, ie: ensuring they get information related to orientation on a timely fashion.</td>
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<td>3 Students will have a developmental hearing resulting in better decision making on their part.</td>
<td>Students who do not return with a second offense will hopefully indicate a change in behavior. Creative sanctions around campus clubs involvement and leadership opportunities will hopefully yield</td>
<td>Out of 90 of judicial/hearings we had 9 returning with a second offense.</td>
<td>Dean of Students office will continue working closely with students to help with their adjustment to college and their personal development.</td>
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<td>behavior modification.</td>
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</table>
**Assessment Report Form**

**Name of the Unit:**  **Student Counseling & Psychological Services (S-CAPS)**

**Department Mission Statement:**

Student Counseling and Psychological Services (S-CAPS) complements the academic experience of the student body by facilitating healthy personal, social, and intellectual development of our students. Life circumstances, skills deficits, and/or mental health problems may at times interfere with a student’s ability to successfully achieve important academic and life goals. Our unique environment and role allow us to help students identify their problems, manage their emotions, learn new problem-solving skills, and successfully meet the academic and social challenges of university life. This is accomplished by offering:

- Counseling, Diagnostic Evaluation, Psychotherapy, Advocacy, and Mental Health Referrals;
- developmental, preventative, and remedial counseling to university students;
- consultation, educational and training services to the university community;
- experiential workshops on essential life skills (i.e., Assertiveness, Stress Management, Sleep Hygiene).

The staff of S-CAPS seeks to promote human welfare. Consistent with this principle, we believe that every person should be treated with dignity and respect. We value acceptance and appreciation for all differences among people including those of race, gender, sexual orientation, ethnicity, national origin, functional ability, socio-economic status, age, religious affiliation, and other characteristics that comprise identity. We strive to provide respectful treatment to students of any background. We believe that valuing cultural diversity facilitates human growth and development and enhances the quality of life on campus and in our community. Therefore, we are committed to enhancing the awareness and understanding of cultural diversity, incorporating this philosophy into our professional activities and clinical services.

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<tr>
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<th>Summary of data collected</th>
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</table>
| To perform a full self-assessment of S-CAPS services, including strengths and weaknesses. | C.A.S. Self-Assessment of Counseling Services Standards and Guidelines. Educators use this to gain informed perspectives on the strengths and deficiencies of their services and programs and to plan for improvements. Grounded in the self-regulation approach to quality assurance in higher education endorsed by CAS, this helps provide institutional and agency leaders a tool to assess programs and services using current generally accepted standards of practice. | Outcome Recommendations as of Oct 2007:  
- Improve location, technology, and equipment  
- Increase salary and operating funds  
- Increase staff number to support workload  
- Increase hours of psychiatric consult  
- Increase staff compensation to close gap between FDU S-CAPS and national averages of comparable institutions  
- Seek ADA compliance for facility – relocation recommended  
- Expand office hours | FDU administration has helped S-CAPS to accomplish almost all recommendations, except the increase in salaries/staff compensations. |
<table>
<thead>
<tr>
<th></th>
<th>Implement substance abuse prevention presentations for each freshman seminar class</th>
<th>Workshop evaluations/ongoing</th>
<th>Presentations are consistently requested by Freshman Seminar Instructors. Students responses to workshop evaluations reflect usefulness of presentation</th>
<th>Presentations will continue</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>To assess student/staff/faculty satisfaction of S-CAPS’ workshops, training, and programming</td>
<td>S-CAPS created a satisfaction surveys specifically geared toward workshop, training, and programming to be used following Freshman Seminar guest lectures, Personal Development Workshops, R.A. Training, Wellness Fair, StressLess Week, and any other requested presentations. Assessment is multi-factorial on a Likert Rating Scale, as well as space for comments.</td>
<td>Overwhelmingly positive feedback across all items assessed.</td>
<td>Use of assessment/feedback forms will continue with all programming.</td>
</tr>
<tr>
<td>3</td>
<td>Alcohol and marijuana tutorials are offered twice a month for Level I offenses. The Choices Program is implemented for Level I. Level II offenses are offered on an as needed basis using the BASICS program. Support/Case management in the referral to Intensive Outpatient treatment is offered for students who reach Level III sanctions due to alcohol or other drugs.</td>
<td>Feedback FROM Dean of Students and Residence Life Office regarding code of conduct violations regarding substances abuse.</td>
<td>Feedback TO Dean of Students and Residence Life of student who have completed the programs.</td>
<td>Data presented at FDU Metro campus Alcohol Task Force to monitor substance abuse infractions on campus.</td>
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<td>4</td>
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Assessment Report Form  
Name of the Unit: Student Life, Metropolitan Campus

Department Mission Statement:

As the center of campus community life, the Office of Student Life is an integral part of the educational mission of Fairleigh Dickinson University, Metropolitan Campus. By offering a variety of programs, services, and facilities that meet the needs of the FDU community, we create an environment for individuals to interact and learn from one another. We provide opportunities for student, faculty, and staff involvement in campus life.

The Office of Student Life, a student-centered organization, values participatory decision making, self-directed activity, and the open exchange of ideas. Through service to the campus community in volunteerism, committees, and student employment opportunities, we foster interactive and developmental experiences in leadership and social responsibility. Furthermore, we enhance the academic experience through an extensive array of cultural, educational, recreational, social, and leadership programs. The Office of Student Life values individuality and values the diversity of the campus. We provide opportunities to celebrate traditions that will shape our future. We are committed to fostering a community that cultivates enduring dedication and pride in the University community.

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<tr>
<td>1 Prepare students for leadership roles &amp; responsibilities</td>
<td>CAS self-assessment guide for student leadership programs</td>
<td>13 criteria measured the congruence between our objective and performance in leadership development. We rated highest in the areas of programming, legal responsibilities, equity &amp; access, diversity, ethics, &amp; assessment. Areas in need of improvement were: financial resources, human resources, and facilities, technology &amp; equipment.</td>
<td>Since the assessment was performed in 2008, we have increased funding &amp; donations for the Sands of Time program, leadership retreats, and National Society of Leadership &amp; Success. We have added Graduate Assistant support in areas of community service and leadership. We are currently in the process of regaining one professional staff member &amp; an additional new staff member to improve our human resources. However, we are still not as competitive as we would like to be in the area of compensation to retain effective staff. We are hopeful for more renovations in the Student Union Building in time for our next assessment to score higher in the facilities, technology, &amp; equipment criterion.</td>
</tr>
<tr>
<td>2 Offer social, educational, and cultural out of classroom learning experiences that are equal or better than our competitors, causing FDU to be the campus of choice to our</td>
<td>CAS standards self-assessment guide for College Union (performed last in 2005) Attendance data pulled from our Student Union Building staff, data from our ticket sales,</td>
<td>Since 2006, the Office of Student Life has offered more programs each year consecutively. Our office &amp; student organizations provided over 200 programs in the 2009-2010 academic year, averaging 3.1 events a day. We have improved our traditional programs in richness of content while offering more new effective</td>
<td>We are committed to staying current and relevant to our students through research and assessment of current and prospective programming offerings through continued professional development &amp; research in the field. As we become more proficient and accountable through assessment over time, our data will guide us to implement the most diverse, socio-educational, content rich &amp; entertaining calendar of events possible. More research of our budget will lead to better funding for</td>
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<td>current &amp; prospective students &amp; parents</td>
<td>student survey data, comparison of programs over a 5 year span in terms of content, quality, and quantity, comparison to regional and national competitor’s programming offerings and facilitation through research, professional development, and visitation. We also considered some feedback from graduate surveys.</td>
<td>programs in place of repetitive, outdated &amp; ineffective options. Our attendance and student satisfaction ratings have continued to improve each year since 2007, our weekend programming has increased by over 60% in the same time span. Our mission &amp; offerings are clearly articulated in publications, media, and employee transactions with patrons. The 2009-2010 semester data resulted in a mean attendance of 56.8 per event. Our number of offerings and quality/value of programs is competitive with our neighboring and national competitors. We could use improvement in accommodating more students for premium/most popular events and in facilities/technology to host and operate events.</td>
<td>premium events, giving us the ability to offer more of what students request, and the ability to accommodate more students to attend such events.</td>
</tr>
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| 3 | All Student Union Building Employees will receive professional and social development through workshops, mentoring, and intentional job duties that fulfill learning objectives of the Association of College Unions International | Association of College Unions International learning objectives (available online & in research publications), CAS standards self-assessment guide for College Union (performed last in 2005) | By improving our methods of assessment of student employees through supervisor & self assessment, we provided evidence of impact of employment on self appraisal and career preparation. We are building employment around a development model consistent with thousands of institutions across the nation. Our employed students have rated higher in gpa (we have enforced a 2.5 minimum for employment since 2008), retention, graduation, and after graduation employment since our last CAS standards assessment. We could use improvement in job descriptions to outline learning objectives that we use in practice to the |

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**Department Mission Statement**

The Educational Opportunity Fund (EOF) Program, in collaboration with the Commission on Higher Education (CHE) and Fairleigh Dickinson University (FDU), is committed to providing advocacy that fosters quality educational experiences and positive academic outcomes.

In compliance with the regulations set forth by the CHE, the EOF program provides access to higher education for New Jersey residents who come from families and communities disadvantaged by low income and the lack of access to a quality education.

EOF provides support for educational initiatives, support services, and leadership development activities that assist students in improving their chances of success in a range of disciplines and careers that prepare them for world citizenship through global education.

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<tbody>
<tr>
<td><strong>Recruitment</strong></td>
<td>Schedule and host regional counselor luncheons</td>
<td>The attendance roster for the regional counselor’s luncheons.</td>
<td>This year we were successful in exceed our enrollment goals.</td>
</tr>
<tr>
<td>To provide access to qualified students from educationally disadvantaged backgrounds who have the motivation, commitment and potential to succeed in college but may lack the traditional admissions standards</td>
<td>Schedule and conduct orientation/testing sessions with EOF applicants</td>
<td>The attendance rosters for the bi-weekly student orientation/testing sessions</td>
<td>By May 13, 2010, the freshman class was identified as evidenced by them paying their deposit.</td>
</tr>
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<td></td>
<td>Process financial documents</td>
<td>Review the list of accepted students</td>
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<tr>
<td><strong>Summer Program</strong></td>
<td>Administer and review a pre- and post-basic skills test to all summer program participants to assess program and student success</td>
<td>98% of the summer program participants showed improvement in their basic skills scores (98% Metro, 98% Florham)</td>
<td>Continue to provide a summer program designed to meet participants academic needs</td>
</tr>
<tr>
<td>To provide a bridge program designed to improve students’ academic skills</td>
<td>Review summer faculty evaluation of student progress</td>
<td>61% of summer program participants improved in their class placement (47% Metro, 73% Florham)</td>
<td></td>
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<tr>
<td><strong>Academic Component</strong></td>
<td>Counselors meet with their students to review faculty/student recommendations/assessments and to develop a plan of action to assist the student in reaching his/her academic goals</td>
<td>All program participants receive academic support during the semester</td>
<td>Program staff will continue to work closely with CASS, faculty and the Metro Writing Center to ensure that program participants receive appropriate academic support</td>
</tr>
<tr>
<td>To provide academic support designed to increase student performance and address their academic needs</td>
<td>Tutorial assessment forms are reviewed to assess student progress</td>
<td>The number of students scheduled for and attending tutorial sessions</td>
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<td>Faculty evaluation of students performance</td>
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Assessment Report Form  
Name of the Unit: Programs in Language, Culture, and Professional Advancement

Department Mission Statement:
The Programs in Language, Culture, and Professional Advancement (PLCPA) unit embraces the university mission of preparing global citizens. It is dedicated to providing the necessary concepts and skills for international students to achieve English proficiency for academic as well as professional success in their field of studies. Through the programs offered, students will develop cross-cultural competency as well; a skill essential for them to manage and navigate through the complexity of our increasingly globalized world.

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<tbody>
<tr>
<td>1</td>
<td>Provide English proficiency support (for academic as well as professional purposes) inside the classroom to all international students placing in English for Professional Success (EPS) courses.</td>
<td>• Students enrolled in the EPS courses will register improvements in the post-test score when compared to the placement-test score: Those scoring 0.00 to 9.40, on average will improve by 3.5 pts. Those scoring 9.50 to 12.40, on average will improve by 2.5 pts. Those scoring 12.50 to 14.40, on average will improve by 1.5 pts.</td>
<td>• Those scoring 0.00 to 9.40, on average improved by: 4.27 pts. in fall 09 and 3.86 pts. in spring 10. • Those scoring 9.50 to 12.40, on average improved by: 2.43 pts. in fall 09 and 2.17 pts. in spring 10. • Those scoring 12.50 to 14.40, on average improved by: 1.68 pts. in fall 09 and 0.68 pts. in spring 10.</td>
</tr>
<tr>
<td>2</td>
<td>Track the academic support/tutoring hours accomplished outside the classroom of all international students placing in English for Professional Success (EPS) courses.</td>
<td>• By week 7 of the semester, 50% of EPS students who must complete 900 minutes of academic support/tutoring hours will have completed 450 minutes of academic support/tutoring hours. • By week 9 of the semester, 50% of EPS students who must complete 600 minutes of academic support/tutoring hours will have completed 300 minutes of academic support/tutoring hours. By week 11 of the semester, 50% of EPS students who must complete 300 minutes of academic support/tutoring hours will have completed 150 minutes of academic support/tutoring hours.</td>
<td>• By week 7 of the semester, in fall 09, 62.26% and spring 10, 32.25% of EPS students who must complete 900 minutes of academic support/tutoring completed at least 450 minutes of academic support/tutoring hours. • By week 9 of the semester, in fall 09, 73.59% and spring 10, 51.02% of EPS students who must complete 600 minutes of academic support/tutoring hours completed at least 300 minutes of academic support/tutoring hours. • By week 11 of the semester, in fall 09, 92.31% and spring 10, 77.27% of EPS students who must complete 300 minutes of academic</td>
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|   | Increase the visibility of the PLCPA unit to the EPS students and the campus community. | Host a table during the annual Global Fair and so on.  
Update the department homepage at least once a semester.  
Create programs and/or materials that highlight/promote the department at least once a semester. | Hosted a table at the Global fair.  Theme: What does being a global citizen mean to you?  
Updated the department’s homepage at least twice in a semester by among others, adding new photo galleries and workshop information.  Used the homepage to announce door prize winners for workshops and Global Fair participants.  
Printed PLCPA’s url on 500 eco-friendly pens. | Continue to do visibility and outreach projects on campus. |
Department Mission Statement:

Finance Division

The Finance Division supports and advances Fairleigh Dickinson University's mission by developing and maintaining accounting, financial management and reporting procedures and systems that ensure fiscal integrity and provide financial stewardship over University resources.

Accounting

The Accounting department supports the University mission of global education by providing University constituents with timely and accurate financial information and by ensuring that financial records are maintained in accordance with generally accepted accounting principles and the guidelines set forth by State and Federal government agencies.

The Accounting department gathers, records, reports and analyzes financial data. This information is provided to and relied upon by various University constituencies. Decision makers consider this information when making determinations or to substantiate determinations made to support the University's mission, strategic drivers and goals.

ASSESSMENT ACTIVITY #1

Departmental Objective

Maintain financial systems in accordance with Generally Accepted Accounting Principles, State, Federal and industry standards.

Means of Assessment

Assessment was completed through an annual audit of the University’s financial statements by an independent external auditor, and included a review of the University’s internal controls, to obtain an unqualified audit opinion. The compliance effort is supplemented by staff participation in continuing education events such as webinars, workshops, and seminars, and a log is maintained of the activities.

Summary of Data Collected

The University received an unqualified opinion on the financial statements from PricewaterhouseCoopers, LLP, independent external auditors. Audit comments for fiscal 2008 and 2009 were reviewed and resolved. There were no management comments issued by the auditors for fiscal 2010 and there were no audit adjustments. The auditors agreed with all management assumptions with respect to major assumptions and reserves.

Use of Data (closing the loop)

Results of current year and past years’ audits have established a benchmark for the maintenance of the financial systems and control environment. The Finance Division will continue to keep current on accounting and industry standards and practices.

ASSESSMENT ACTIVITY #2

Departmental Objective

Successfully file the new Federal Form 990 and 990T for Fiscal Year 08-09 following the new requirements. Resolve areas of ambiguity and implement any additional necessary procedures.
Means of Assessment

The Federal Forms 990 and 990T were filed successfully and accepted electronically by the IRS.

The implementation of the new requirements included research with respect to best practices and industry standards obtained from various sources of information such as NACUBO, as well as work with our PWC tax consultant and her numerous contacts related to the Higher Education/Non profit area.

Summary of Data Collected

The University tax returns were electronically filed and accepted by the IRS. Everyone responsible for the filing of the tax return used the resources mentioned above in the successful filing with the IRS. Procedures were implemented or updated as necessary.

Use of Data (closing the loop)

Results obtained and procedures established will be used as a framework for future IRS filings and compliance work.

**ASSESSMENT ACTIVITY #3**

**Departmental Objective**

Address the University’s increased demand for experienced, specialized tax reporting and compliance resources.

**Means of Assessment**

Hire a qualified senior level tax analyst and provide him/her with the appropriate University training. Transfer current tax reporting requirements to the newly created position. Identify other areas of the University that may need tax guidance and research done on their behalf.

**Summary of Data Collected**

Senior Level Tax Analyst was hired, office tax reporting requirements were transferred to his responsibility, and various areas outside the Finance Office have been made aware of his availability.

**Use of Data (closing the loop)**

The University and Finance Office have a much needed resource going forward to address its many and ever-changing tax demands and issues. Required research and projects will be documented.

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**Office of Resource Allocation & Planning**

The Resource Allocation and Planning Office’s mission is providing, gathering and analyzing financial data as it pertains to the University’s Budget process, Cost Analysis and Fixed Asset/Inventory Management. This data is used by various constituencies throughout the University to make decisions that support the overall mission of the Institution in preparing students as global citizens. It is to this end that the Office of Resource Allocation and Planning strives to meet the needs of management in providing accurate and timely reports and analyses.

**ASSESSMENT ACTIVITY #4**

**Departmental Objective**

30
Increase the use of Web-Advisor for budget access and reporting on a day to day basis throughout the University Community to provide University administrators the financial information needed timely to make decisions effectively. Provide an improved and efficient process for distribution of reports. This year’s goal is two hard copies, one for December YTD and one for June YTD.

Means of Assessment

Compare the number of users to the new total. Measure the cost savings for labor distributing the reports and the paper savings.

Summary of Data Collected

As of the end of fiscal 2009-2010 only two departments are still receiving paper copies. All other areas access the information online and only one full distribution of printouts was done for the final June 2010 reports. An additional 1 ½ days was saved in distribution time as well as a ½ day for running the reports. Approximately 8 more boxes of paper were saved.

Use of Data (closing the loop)

The departments had immediate access to budget information online. Training will be provided as needed and departmental inquiries will be addressed and evaluated for any additional required changes.

ASSESSMENT ACTIVITY #5

Departmental Objective

Improve accuracy of financial information reported and reduce the amount of manual journal entries adjustments processed to correct miscodings.

Means of Assessment

Review and verify object codes on purchase orders in particular those that affect fixed assets. Maintain a log of the purchase orders that require a change to the object code. Compare the number of journal entries required this year after using a more extensive verification process.

Summary of Data Collected

During fiscal 2009-2010 5,073 purchase orders were processed by the Purchasing Department and of this total 619 or 12% were checked by the Director of Budget Services. Of the 619 that were checked, 260 needed corrections to the object code. 69 or 26.5% of those corrected would have had an impact on the fixed asset coding. The number of journal entries required this year was 35 compared to 43 last year and 163 the year before.

Use of Data (closing the loop)

The verification process appears to be effective and warrants continuation. 260 codes were more accurately recorded in the GL and the number of journal entries related to fixed assets will continue to be less. The process will be used going forward to improve accuracy of financial information reported and reduce the amount of manual journal entries adjustments processed.

ASSESSMENT ACTIVITY #6

Departmental Objective

Provide University administrators on a timely basis the financial information needed to make decisions effectively by automating the revenue section of the monthly financial statements. This will expedite the monthly process as well as reduce the chance of error that currently exists when entering it manually.
Means of Assessment

Compare the time that is currently spent preparing and balancing the report to that which will be required with the download and benchmark the time saved on a monthly basis.

Summary of Data Collected

The new download table was created and tested. The time for producing the revenue report is about half the time of the previous method. Since data is being imported it eliminates the possibility of typing amounts incorrectly. The balancing of the report is also streamlined with the download as opposed to extracting the data manually from a printout.

Use of Data (closing the loop)

This revenue download is in place and will be used going forward to prepare monthly financial statements.

Purchasing

The mission of the Purchasing Department of Fairleigh Dickinson University is to obtain all goods and services necessary for students, faculty, and staff in a cost effective and efficient manner. We strive to provide value added service to the academic and administrative community in support of the University’s mission.

The Purchasing Department maintains a commitment to excellence through professional ethics and practices. We abide by the Universities Purchasing Policies and Procedures while aiming to develop and implement operational procedures that provide the highest level of service.

ASSESSMENT ACTIVITY #7

Departmental Objective


Means of Assessment

Review existing manual to identify areas that require updating and/or modification of procedures. Obtain information from peer institutions and industry standards. Compile list of additional Purchasing policies not included in current manual. Obtain additional procurement policies and procedures from other departments within the University (i.e. Risk Mgmt., I.T. etc.) to be included in the updated version of this manual that directly affects the purchasing operation. Analyze and reorganize contents.

Summary of Data Collected

The Manual has been completed and forwarded to University Senior Officers for review and approval. The updated Purchasing Policies and Procedures Manual was posted on the University’s Purchasing web site and also forwarded to authorized departmental personnel.

Use of Data (closing the loop)
This manual will be accessible for viewing to all community members outlining the general policies developed to accomplish the procurement process. Policies and procedures will be enforced.

**Accounts Payable**

The office of Accounts Payable supports the University’s mission by providing professional, courteous and reliable service to its students, faculty, staff and vendors while maintaining high standards of quality to promote the University’s goals and objectives. Through efficient, timely and accurate payment processing and reporting, the office of Accounts Payable assists in controlling the University’s expenditures and maximizing resources.

**ASSESSMENT ACTIVITY #8**

**Departmental Objective**

Set-up an Accounts Payable web page to provide the community and external vendors direct access to information and forms to allow more efficient and timely resolution of certain inquiries/issues.

**Means of Assessment**

Identify steps needed to setup website and incorporate the appropriate information.

**Summary of Data Collected**

The Finance, Accounts Payable, and other Finance department web pages were set-up. The website includes the A/P mission, department contacts, downloadable forms and instructions, FAQ's, and currency conversion information.

**Use of Data (closing the loop)**

Departments and vendors access and complete forms online in order to save time and fulfill certain administrative tasks.

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**Treasury**

The Office of Treasury manages the University’s cash, investments, and long term debt. In support of the University’s mission, the Office of Treasury establishes secure pathways that facilitate global payments and receipts in connection with the protection of University financial resources. This office also reports investment results to various university constituencies.

**ASSESSMENT ACTIVITY #9**

**Departmental Objective**

Process wire transfer requests within five business days of receipt and approval by the Controller/VP Finance office.

**Means of Assessment**

A random sample of ten executed wire transfers will be examined at year end. Exceptions will be noted and if a valid reason for processing beyond the five day period applies, it too will be noted.
Summary of Data Collected

The random sample was drawn from activity which occurred during the months of September through June. One transfer per month equaling a total of ten yielded no exceptions beyond five days as stated in the objective.

Use of Data (closing the loop)

Wire transfers will continue to be processed in accord with this objective.
**Assessment Report Form**

**Name of the Unit: Freshman Intensive Studies**

**Department Mission Statement**

Freshman Intensive Studies (FIS) is a student-centered, academic support program that strives to help conditionally-admitted first-year students reach their full potential. Through a comprehensive array of advising and learning services, students are encouraged to become self-advocating, active learners able to adapt to the increasingly complex global marketplace.

<table>
<thead>
<tr>
<th>Departmental Objective</th>
<th>Means of Assessment</th>
<th>Summary of data collected</th>
<th>Use of data (closing the loop)</th>
</tr>
</thead>
</table>
| 1 To determine Student Satisfaction with the FIS program, including our Learning Support Services, Academic Advising, FIS-only courses, and use of 4th hour of Instruction. | 1. Student Exit Survey administered in the spring semester (April 2008).  
2. Interviews done by faculty members from the Becton College Academic Excellence Committee. | 1. We revamped the Exit Survey to allow for more quantitative results. The survey was conducted in the 4th hour of each social science class in April 2008. We received a response rate of 70%. The following was gleaned from the survey:  
   - 30% of the students found the 4th hour in English not helpful. 15-20% felt that way about math and social sciences. Qualitatively, students stated that the 4th hour was used for additional lecture.  
   - Over 90% of the students found FIS Advising to be Very Helpful or Helpful.  
   - 18% received accommodations from the Office of Special Student Services.  
   - More than 50% of our students met with Mary Ford for Individual Learning Assistance.  
   - 80% of the students felt that the required Math Lab for Algebra Skills in the spring 2008 semester was at least somewhat helpful. (This was a new initiative).  
   - Two-thirds of our students would have taken 16 credits in the fall semester if given the option. | To address the concerns, the following initiatives were enacted:  
A. FIS 4th Hour  
   - The FIS staff held a faculty development workshop in July 2008 prepared by Mary Ford and focused on Active Learning and techniques to be used in the 4th hour.  
   - The Learning Services Manual for faculty was expanded to include the 4th Hour philosophy and techniques for using the 4th hour effectively.  
   - Mary Ford used the 4th hour in all English and the Social Sciences to conduct discipline-specific workshops and research techniques.  
   - We piloted an integrated course in American Government in fall 2008. 10 seats were taken by FIS students in a non-FIS course. The instructor provided Supplemental Instruction to our students in the 4th hour, separate from lecture. Of the 10 students, all passed except one, who failed due to personal problems and non-attendance. |
| Page | To assess the impact of Learning Communities on student success. | In fall 2009, 15 students were selected through an application process to participate in a newly created living/learning community, offered through the Office of Campus Life. Students with GPAs above 3.0 were given first consideration. After that, an open process of students electing to be in the LC was enacted. These students not only lived together in a suite-style arrangement, but also took English, History and Freshman Seminar together, as well. In the spring, the students continued with a Psychology course together. Social and academic activities supplemented their learning experience. The faculty members teaching the 3-credit courses were present in the residence halls for academic-related experiences and received a small stipend for their involvement. | Grades for the learning community students were exceptionally high at the end of the fall 2009 semester. Of the 15 students in the program, 9 students (60%) had GPAs above a 3.0. 4 students (26%) had GPAs between 2.0 and 3.0. Only 2 students (13%) had GPAs below 2.0. 1 of these students did not live in the learning community building due to a physical disability. Following the spring 2010 and summer sessions, the results were as follows:
- 14 students returned for the spring semester. Of the 14, one student dropped out mid-semester in the spring for a medical issue.
- Of the remaining 13, 4 students (28%) had GPAs above 3.0, 7 students (50%) were between a 2.0 and a 3.0, and 2 students (14%) were below a 2.0.
- In terms of retention, 12 of the 14 students (85%) returned for their sophomore year. | We have continued the program in 2010-2011 with 10 students. These students are taking English and Freshman Seminar with the same instructor and a Sociology class together. |
| 2 | | | | |
| 3 | To institute an Early Alert initiative to target at-risk learners during the first few weeks of the | 1. All students taking ENGW 0198 in the first semester had a required meeting with the Learning Specialist, as well as those with low reading scores testing. 1A.8 of 16 (50%) students testing into ENGW 0198 took FRSH 1000 Freshman Seminar with our Learning Specialist, Mary Ford. At the end of the semester, 4 of 8 (50%) had above a 3.0 GPA. Only 2 (25%) had below a 1.0. One student enrolled in additional credits (16), which could be a factor. The other student could have | In fall 2010, we continued to strategically place our weakest readers and writers with Mary Ford in Freshman Seminar. In addition, we are being more intrusive in getting students |
fall 2009 semester.

2. We sought to enroll our most at-risk English Writing students into Freshman Seminar with Mary Ford.

3. We tracked the number of self-initiated student contacts with the FIS office during the first month of the fall semester.

benefited from ESL, which we do not offer.

1B. 6 students in ENGW 1100 who also tested into College Reading were enrolled in that section of FRSH 1000, as well. At the end of the semester, 3 of 6 (50%) were above a 3.0. Only 1 student was below a 2.0. This student should have been placed in ENGW 0198 in retrospect.

In all, almost 80% of this weaker FIS population was in good academic standing at the end of the fall 2009 semester. Total percentage of students in good academic standing was 76%. Therefore, our weakest students were above the average.

3. Through the first week of October (with services beginning in mid-September, 20 students came in for writing/learning assistance. 50% of those students came for more than one appointment. 35% of the students had GPAs above a 3.0 at the end of the semester, while 30% had GPAs under a 2.0. In terms of overall distribution, our highest performing students AND our lowest performing students sought assistance early in the semester. These results are not surprising. For our weakest students, even early intervention may not be enough to fix weak skills in one semester. For our high performing students, accessing our services early is consistent with their overall efforts that led to high grade point averages.

whose skills are weak to make regular appointments for the first several weeks of the semester, not just once or twice.

For our high performing students, it seems as though a quick “check up” is enough to get them focused and on track.
Assessment Report Form

Name of the Unit: Counseling Services (Dean of Students) – College at Florham

**Departmental Mission Statement** – The Department of Counseling Services complement the academic experience of students by facilitating healthy personal, social, and intellectual development. Life circumstances, skills deficits, and/or mental health problems may at times interfere with a student’s ability to achieve important academic and life goals. We help students identify their problems, manage their emotions, learn new problem-solving skills, and successfully meet the academic and social challenges of university life.

<table>
<thead>
<tr>
<th>Departmental Objective</th>
<th>Means of Assessment</th>
<th>Summary of Data Collected</th>
<th>Use of Data (closing the loop)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>To compare the drinking behaviors of our students with those of a national survey.</td>
<td>Administer the CORE Survey of the Core Institute, the largest national Alcohol and Other Drug (AOD) database about college student’s drinking and drug use in the country.</td>
<td>Data collected over three semiannual samples showed an overall improvement in student drinking behaviors, though still higher than national scores. Allows for targeting of education efforts to specific populations and residencies within the larger campus community.</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Evaluate the use of psychiatric services and if a need exists for more hours with contracted psychiatrists.</td>
<td>Reviewed the appointment schedule of psychiatrists, including length of wait for said services.</td>
<td>Demand for psychiatric services exceeded availability resulting in lengthy delays in services. Psychiatric hours were increased through additional funding and delays of evaluation and/or treatment were eliminated.</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>Determine if a need exists for an additional full-time psychological counselor.</td>
<td>Reviewed the appointment schedule of current psychological counselors, including length of wait for services.</td>
<td>Data showed current staff seeing 30 appointments per week, exceeding standard caseloads by 5 per week. Request was submitted for an additional psychological counselor and supported by the Provost.</td>
</tr>
</tbody>
</table>
**Assessment Report Form**

**Name of the Unit:** Greek Life (Dean of Students) – College at Florham

**Departmental Mission Statement – Greek Life**

**INTER-FRATERNITY COUNCIL (IFC) & Member of Inter-Greek Council (IGC)**

The mission of the council is to set standards and procedures for the growth and development of Greek life on campus and to govern, within the limitations established by the Dean of Students Office, on all matters pertaining to fraternity life.

**PANHELLENIC COUNCIL & Member of Inter-Greek Council (IGC)**

The mission of the council is to develop and maintain Sorority life and Sorority relations within the campus community.

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<tr>
<td>1 To evaluate the sorority system on campus, from recruitment and bids to education and induction. The governing process of the Panhellenic Council (PC) was also to be evaluated.</td>
<td>A National Panhellenic Council (NPC) consulting team examined all aspects of the sorority system including the areas of recruitment, updates to the constitution and policies, events and programs and advertising.</td>
<td>Data collected indicated several areas where NPC procedures were not followed by the FDU PC.</td>
<td>Education and officer transition/training is needed. PC should attend Northeast Greek Leadership Association annual meeting. PC needs to meet on a regular basis without IGC.</td>
</tr>
<tr>
<td>2 Evaluate the expansion of Greek Life by addition of a multicultural fraternity or sorority.</td>
<td>Focus groups were formed including members of SGA and all multicultural clubs.</td>
<td>Sufficient interest was demonstrated for the reactivation of Lambda Theta Phi, a Latino fraternity.</td>
<td>Lambda Theta Phi was reactivated and now serves the Greek Life community as its newest member.</td>
</tr>
<tr>
<td>3 Determine if there is sufficient interest and available space for dedicated Greek housing in the Village.</td>
<td>Focus groups were formed in the Greek Life community to assess interest. Campus housing demands and availability were studied by DoS staff.</td>
<td>There was sufficient interest in the Greek Life Community. Demand for housing exceeds available space without factoring Greek preference.</td>
<td>Action was deferred pending increased space availability in the Village in the future.</td>
</tr>
</tbody>
</table>
Assessment Report Form  
**Name of the Unit:** Judicial Affairs (Dean of Students) – College at Florham

Departmental Mission Statement – The Department of Judicial Affairs will address all incidents involving alleged violations of the campus Code of Student Conduct, Rights, and Responsibilities and adjudicate all cases to conclusion through mediation, intervention, and when necessary, by a Campus Standards Hearing. Sanctions will be awarded to students in violation, including judicial points, monetary fines, and CHOICES program.

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<tr>
<td>1 To evaluate the fines imposed by the point system, and revise if appropriate.</td>
<td>A questionnaire was developed and administered to student focus groups.</td>
<td>Focus groups showed a desire to alter the fine structure to what students considered to be more equitable.</td>
<td>Fines were changed from $250 for 1-3 points and $500 4-6 points to $100 per point with a $500 maximum fine.</td>
</tr>
<tr>
<td>2 To increase student participation in the Campus Standards Committee.</td>
<td>Focus groups were held with student organizations.</td>
<td>Results from focus groups showed that the Student Government Association was the only group committed to volunteer.</td>
<td>Student participation increased an average of 200%.</td>
</tr>
<tr>
<td>3 To study the effectiveness of the point system compared to the last year before its introduction.</td>
<td>Compile data for the period from fall 2005 through spring 2011.</td>
<td>Though still ongoing, trends from fall semesters show a continuing reduction in conduct incidents.</td>
<td>Continuation of the point system with focus on targeted clusters of offenses by education and monitoring.</td>
</tr>
</tbody>
</table>
**Assessment Report Form**

**Name of the Unit: Residential Life (Dean of Students) – College at Florham**

**Departmental Mission Statement** – Residence Life is more than just housing and beds. We believe learning about new ideas and philosophies will lead to an understanding and respect for diversity. Just because you do not understand or agree with a certain way of living, does not make it wrong. With respect, not just tolerance, all members of our community can come together to provide an exciting, dynamic and educative living environment.

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<tr>
<td>1 Evaluate the effectiveness of the “point system” used to evaluate RA performance.</td>
<td>RAs were formed into unofficial self-study units to examine RA programming and activities and the efficacy of those efforts.</td>
<td>Data did not support a continuation of the RA point system without significant revision.</td>
<td>RAs, GAs, and CLCs are authoring a major revision for recommendation to the Associate Dean for fall 2011.</td>
</tr>
<tr>
<td>2 Determine the need for campus movers to handle the removal of old/damaged furniture and replacement with new furniture and the liability of Res Life staff assisting in these activities.</td>
<td>Number of items to be moved/replaced was recorded, as was the costs of outside movers. HR and Risk Management staff was consulted for liability issues.</td>
<td>The number of items to be moved/replaced and the costs for outside movers was sufficient to recommend a position for that purpose. Liability issues were substantial for Res Life staff to move items.</td>
<td>HR is developing a position for furniture moving and set-up. RAs and GAs have been instructed to not move any items.</td>
</tr>
<tr>
<td>3 Evaluate effectiveness of Housing Operations as a whole and by each constituent part and compare to national data.</td>
<td>Association of College and University Housing Offices-International (ACUHO-I) and Educational Benchmarking (EBI) survey.</td>
<td>Identified five areas students identified as top priorities.</td>
<td>Design efforts to improve personal interactions, respect between residents, facilities, sense of community, and dining services.</td>
</tr>
</tbody>
</table>
**Assessment Report Form**

**Name of the Unit:** Student Health Services (Dean of Students) – College at Florham

**Departmental Mission Statement** – The Mission of Student Health Services is to empower students through preventative health education to assume responsibility for making healthy life style choices and changes. It is our vision that this empowerment will make a definite impact upon their future along with their academic endeavors and achievements.

<table>
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<tbody>
<tr>
<td>1</td>
<td>Determine need/interest for health and educational programs.</td>
<td>Review and analyze Health Fair questionnaires from previous year.</td>
<td>Data supported strong interest in increased health programs.</td>
</tr>
<tr>
<td>2</td>
<td>Examine the interest in healthy and safe environment programs.</td>
<td>Focus groups in residence halls.</td>
<td>Residents indicated a desire for such programming in their dorms and as campus programs.</td>
</tr>
<tr>
<td>3</td>
<td>Review staff awareness and compliance with professional standards of practice and current legal issues.</td>
<td>Group meetings with staff to evaluate knowledge and compliance.</td>
<td>Overall knowledge and compliance was good, but areas for education and professional development were identified.</td>
</tr>
</tbody>
</table>
Assessment Report Form

Name of the Unit: Grants and Sponsored Projects (GSP)

Department Mission Statement:

The Mission of the Office of Grants and Sponsored Projects (GSP) is to encourage the integration of research and education, and acquire government sponsorship in support of research, education, training and service programs at Fairleigh Dickinson University (FDU). Our goal is to demonstrate that the integration of research and education contributes to quality teaching and learning that will provide students with the multi-disciplinary, intercultural and ethical understandings to participate in the global marketplace.

The GSP serves as the principal liaison with all government sponsoring agencies and as an advisor for matters relating to federal policies and regulations. It identifies funding opportunities, collaborates with faculty to facilitate proposal development, electronic submission, and ensure that grants are responsibly managed. It must assure compliance with federal, state, university and sponsor policies and regulations for pre- and post-award administration of grants. It supports the adoption of federally-mandated and university-imposed research policies, procedures and practices that address compliance and impact the conduct of research at FDU. The GSP also provides operational support for related research programs of compliance (e.g., Institutional Review Board).

As the designated central administrative office for government sponsorship, it reports directly to and is evaluated by the University Provost, works collaboratively with FDU’s four college deans, directors, faculty and staff, and serves on designated committees (e.g., the Bio-safety Committee and Pharmacy School Board). The formal and informal assessment by FDU leadership, faculty and staff, and the provision of interim and fiscal year reporting of grant activities is paired with a rigorous and ongoing self-assessment of services and performance by the University Director of GSP.
<table>
<thead>
<tr>
<th>Departmental Objective(s)</th>
<th>Means of Assessment</th>
<th>Summary of data collected</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>1 Objective 1:</strong> Plan major strategic initiatives for research</td>
<td>a) The number of large research projects that are being planned.</td>
<td>a) There are at least 3 large-scale projects that are being planned, Childhood Obesity, Math and Science Partnerships and Research Infrastructure. b) Two federal grant proposals have been submitted on the topic of Childhood Obesity to date and one grant for a Center of Excellence for Veteran Student Success was also submitted.</td>
<td>a) The outcome/data collected for these federal proposals (e.g., funding decision) will provide sufficient research data to submit for larger-scale projects in the future. b) Data will inform policy changes in the prevention of childhood obesity, advance math and science education and build research infrastructure at FDU. c) Funding of the Veterans Grant would provide an upgrade to services specific to Academic Advising and Career Planning.</td>
</tr>
<tr>
<td><strong>2 Objective 2:</strong> Implementation of InfoEd EASE System</td>
<td>a) Completion of an institutional hierarchy and system configuration for FDU b) Creation of comprehensive faculty profiles to develop an intellectual inventory and inform faculty of up-to-date funding opportunities electronically c) Full utilization of the system for grants activities management and reporting</td>
<td>a) System configuration data (e.g., an institutional hierarchy/structure, approved fringe benefits and indirect cost rates, etc.) has been completed &amp; captured in the system. b) Partal faculty data profiles (e.g., title, FDU department affiliation, address, phone/fax/mailstop, disciplinary keywords, etc). c) The GSP has captured data and documents in the InfoEd System (e.g., project title, sponsor, budget details, documents upload, etc).</td>
<td>a) System configuration has provided a detailed outline of FDU’s organization/departmental structure. It allows for optimal functionality of data management. b) Partial data Profiles have been captured for 50+ faculty. Activation of the alert system is currently underway. This intellectual inventory of faculty disciplinary expertise can be used to encourage research, allow sharing info on expertise with internal/external collaborators, etc. c) A data capture of 80% of projects “pending” and 50% of “active” projects has been accomplished. d) Proposal data is used for reporting Grants Tracking data to FDU leadership, faculty, etc.</td>
</tr>
<tr>
<td><strong>3 Objective 3:</strong> Develop Partnerships and Collaborations</td>
<td>Established partnerships and collaborations with schools districts, community- and faith-based organizations that support research and program.</td>
<td>a) An Obesity Partnership Initiative has been developed including academic health centers, community-based foundations, local public health agencies and prominent researchers on obesity.</td>
<td>a) Use preliminary data for larger-scale grant opportunities. b) Research data results will inform local and national policy on childhood obesity prevention.</td>
</tr>
<tr>
<td>4</td>
<td>Federal Compliance: Institutional Review Board (IRB)</td>
<td>a) Maintain an updated Assurance of Compliance with the Department of Health and Human Services, the Office of Human Research Protections (OHRP) that abides by the Code of Federal Regulations 45 CFR 46.</td>
<td>a) The Assurance of Compliance is currently filed with DHHS/OHRP and updated as needed.</td>
</tr>
<tr>
<td>5</td>
<td>Training and Education</td>
<td>a) Number and types of Presentations offer.</td>
<td>Two courses were developed for Grants 101 and IRB Human Subject Protections.</td>
</tr>
<tr>
<td>6</td>
<td>Post-Award Financial Management</td>
<td>a) Creation of New/Revised Policies and Procedures</td>
<td>Data is collected consistent with A-21 accounting standards in Datatel. Information/data on expenditures is captured in Datatel by Finance and in excel by the GSP to monitor expenditures of government funding. The GSP works with Finance to ensure accurate reporting.</td>
</tr>
</tbody>
</table>
**Assessment Report Form**  
Name of the Unit: Human Resources

**Department Mission Statement**

The Office of Human Resources is committed to working with the Fairleigh Dickinson University community to identify and respond to its changing needs. We will provide leadership and guidance in the development, implementation, and equitable administration of policies and procedures, thus fostering a positive work environment.

The Human Resources department provides resources for the Fairleigh Dickinson University community and is recognized as a team of knowledgeable professionals who impact and promote equity and fair human relations throughout the organization. The Department is customer service oriented and is immediately responsive to the overall community.

<table>
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</thead>
<tbody>
<tr>
<td>1 Promote Wellness Programs</td>
<td>Number of goals reached; Utilization reports from UHC</td>
<td>January, 2008, introduced Weight Watchers on-campus. We had forty participating employees with a combined weight loss of 393 pounds. In September, 2008 the University provided an incentive of $50 (gift card) for those that reach goal weight. To date, three employees reached their goal. January 2009, the University continues to promote Weight Watchers on campus and will continue to work with our consultants and insurance carriers to promote programs that are cost effective that provide best outcomes. January, 2010, The University continues to promote Weight Watchers on campus and will continue to work with our consultants and insurance carriers to promote programs that are cost effective and provide best outcomes.</td>
<td>Continue to offer and promote the program as well as provide enticements for employees to participate</td>
</tr>
<tr>
<td>2 Investigate health and dental coverage options for Part Time Faculty and Staff</td>
<td>Enrollment and retention in the program</td>
<td>The Office of Human Resources projects to roll out a limited benefit medical/ prescription/ dental plan in April 1, 2009 (open enrollment during the month of February 2009). The plan will be offered to part time regular staff and adjunct faculty. Human Resources secured limited medical,</td>
<td>Participation in the part time medical plan has increasing, thus substantiates the need to continue offering this benefit</td>
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</table>
prescription, dental and vision coverage for part time faculty and part time staff. Approximately 25 employees are enrolled since inception. Enrollment in the limited medical/prescription/dental plan has increased to 38 employees.

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<tr>
<th>3</th>
<th>Automated Vacation/Sick/Personal Tracking via Web Advisor</th>
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<tbody>
<tr>
<td>In response to external audit recommendations, Human Resource is working to develop an automated vacation/sick/personal tracking system whereby employees could access available days. This would provide convenience to employees as well as a regular audit process if in fact there were discrepancies in the recordkeeping. This would also decrease the volume of inquiry calls coming into the Human Resource department.</td>
<td></td>
</tr>
<tr>
<td>The Office of Human Resources, in conjunction with Management Information Systems implemented the vacation tracking system using WebAdvisor. Employees now have the ability to login and check their time. Employees are instructed to email the Human Resources office if there is an error, at which time an audit is completed on that individual time record to determine accuracy.</td>
<td></td>
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</tbody>
</table>

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<thead>
<tr>
<th>4</th>
<th>Payroll Enhancements</th>
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</thead>
</table>
| Jan 2008 – started PayForce including Rapid Pay Data Entry.  
- Standardized data formats and accumulators make moving between payrolls easier  
- Rapid Pay Data Entry allows for excel type data entry of standard payroll information.  
- RPDE uses data exchange uploading files in a set format.  
- RPDE has saved batch capability. Adjunct batches saved for the semester and only reviewed with each of 6 payrolls saves approximately 4 hours per pay period. |
| In 2009 – started with ADP TotalPay  
- Eliminated check reconciliation as ADP is now responsible for checks they issue  
- Outdated checks are refunded reducing/eliminating escheat for ADP checks. This is for checks after start date of September, 2009. |
| In 2009 – started with PayCards  
- Started with Students – reducing lost checks with replacement costs and time  
- Further reduces escheat costs as payments are disbursed immediately.  
- Payments are made to students even when they are out of the country. |
| In 2010 – started with TimeSaver  
- Hosted time reporting via clock for Public Safety and Facilities  
- Standard reports allow managers to track overtime usage  
- Workforce management through scheduling |
| 1. Sixteen payroll batches can be created/loaded in less than 45 minutes. In PCPW each batch created was a minimum of 20 minutes. Time savings about 4.5 hours. |
| 2. Escheat process for previous fiscal years:  
1. FY09 – 185 stale checks; 44 replaced; 21 given to state  
2. FY10 – 132 stale checks; 43 replaced; 34 given to state |
Assessment Report Form
Name of the Unit: University Library

Department Mission Statement

The mission of the FDU Libraries is to support the goals and academic programs of the University. The Libraries will develop and maintain appropriate collections and services. Collections will include print, media and digital resources, and will be available on campus and to distance learners through remote access.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1. An updated integrated library technology system providing 24/7 access from any location to digital resources and services, PC labs for instruction, and a web-based “portal” providing access and interactivity. Improve utilization of library collections and their integration into curriculum</td>
<td>Maintain usage statistics</td>
<td>Book circulation has decline each year since 2004-5; e-books has risen 47%; FDUL homepage hits increased 69%</td>
<td>Information from homepage was used to redesign the homepage in 2008. Print subscriptions are cut to fund new online library resources</td>
</tr>
<tr>
<td>2. Promote the library on campus and beyond with programming and outreach</td>
<td>Regional media publicity; attendance and participation in programming</td>
<td>Copies of press items; sign-ins and count for programs</td>
<td>Planning additional programming in the future</td>
</tr>
<tr>
<td>3. Assess user perceptions of the library and its services</td>
<td>LibQual Survey; track in-facility traffic</td>
<td>Reasonable satisfaction with personnel and services; substantial dissatisfaction with collections and facilities</td>
<td>Greater effort to improve comfort and appearance of facilities; reorientation of resources from print to digital and online resources.</td>
</tr>
</tbody>
</table>
**Assessment Report Form**

**Name of the Unit: Office of International Student Services 2009 - 2010**

**Department Mission Statement**

The Office of International Student Services provides essential support to facilitate international students’ success at Fairleigh Dickinson University. Our advisors interpret and monitor US federal regulations pursuant to non-immigrant student status and counsel students and visiting faculty accordingly. In addition, we assure institutional adherence to immigration reporting requirements to ensure continuation of government approval for both campuses.

We foster an environment which facilitates the personal growth and holistic development of our students. Cultural programming and communication with our student body serve to promote the value of international education and contribute to the University’s goal of developing global citizens. Our office also works directly with University faculty and staff to advise on immigration policy and its effects on academic decisions. Through Orientation and other forms of programming, we help students acclimate both socially and culturally to the University community and US culture.

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<td>1 Assist the new non-immigrant student population with adjustment initial needs to FDU and the United States.</td>
<td>Orientation survey administered at the end of the three day international orientation for new students. Orientation committee consisting of a variety of involved campus staff was formed to assess the effectiveness and efficiency of the program.</td>
<td>Results from the survey indicate that new students are 85% satisfied with orientation programs, presentation, events, and staff. The orientation committee communicates and decides on various changes to the orientation program.</td>
<td>The results from the orientation survey are used to make changes to the orientation program. Comments such as timing of events and food service have been changes recently. Orientation committee’s decisions have been used to change certain structural issue in the program.</td>
</tr>
<tr>
<td>2 Comply with all SEVIS reporting requirements for F-1 and J-1 students.</td>
<td>SEVIS reporting requirements are met through the work of the PDSO and DSOs in ISS. The only assessment is done by DHS Student Visitor Exchange Program (SEVP) which requires 100% compliance of its rules.</td>
<td>ISS has met 100% of the SEVIS reporting requirements each semester.</td>
<td>There is no response from SEVP if deadlines are met, only risk of the loss of certification for F-1 and J-1 students and scholars if deadlines are NOT met.</td>
</tr>
<tr>
<td>3 Provide efficient and timely processing for all international student requests for immigration benefits and applications.</td>
<td>Office policy is to return requests in 3 to 5 day business days. Also the percentage of immigration approvals of applications accesses the office efficiency and quality of work.</td>
<td>Process work authorizations for approximately 150 CPT applications and 250 OPT applications. Process 20 – 25 applications for reinstatements and Change of Status. Immigration approval rating of 99% for all applications.</td>
<td>Continue to provide effective ways to communicate with students regarding important information in the immigration application process. Also provide convenient ways for students to access application packets.</td>
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</table>
## Assessment Report Form

### Name of the Unit: Office of Information Resources Technology

#### Department Mission Statement

### Departmental Objective | Means of Assessment | Summary of data collected | Use of data (closing the loop)
--- | --- | --- | ---
1 | Increase and enhance computer labs for both general purpose and classroom preparations | Needs analysis for data projectors in the computer lab | ROI calculations focusing on cost of ownership to validate reduction in maintenance and operational costs while providing better display quality. | New projectors that provide higher display quality while reducing maintenance requirements and cost of ownership were installed.

2 | Establish and maintain university wide Business Continuity Plans and operationalize IT disaster recovery preparedness | Campus-wide walkthroughs; threat and vulnerability assessments; business impact analysis; initiated development of business continuity plans | • Campus-wide walkthroughs conducted Threat and vulnerability assessments  
• Business Impact Analysis (BIA) performed  
• Initiated development of Business Continuity Plans (BCP) | • Report produced with life safety issues identified. Campus Provosts action plans remedied.  
• BIA results folded in to IT Disaster Recovery Plan  
• Base lined BCP’s for key departments with plans to expand the program.

3 | Develop project management methodologies for project identification, evaluation, prioritization, selection, ROI, and execution | Computing Services adoption of limited applications of Project Management methodologies and IT Information Library frameworks | Review of ITIL Service Management framework and best practices coupled with discussions with peer institutions. | Processes established around knowledge management providing operational and self service improvements to improve time to resolution.

4 | Enhance the student learning experience by delivering course material to students anywhere on demand | Delivery of a new teaching and learning resource, Films on Demand; collaboration with NY Times for technology and marketing for our non-credit courses taught by FDU faculty; Echo 360 trial platform to capture class lectures | Found new Learning Management and other net based technologies that could be used in and out of the physical classroom. Epsilon is one such example | Created a Blog server, streaming media server and enhanced video capture capabilities.
Support student retention efforts at the university
Implementation of “retention alert” and “mid-term grading”
Feedback from faculty on the use of “retention alert” and “mid-term grading”
Fine-tuning the system

Increase and enhance user support capabilities
Developed a self-service portal
Strategic initiative.
Delivered a web based self-service portal.

Assessment Report Form

Name of the Unit: Office of Residence Life

Department Mission Statement

The Office of Residence Life strives to provide and sustain a safe, comfortable, secure and nurturing living and learning environment for our students that is conducive to their personal growth, supports their academic pursuits, encourages and fosters a sense of community, civic responsibility and cultivates an appreciation of diversity.

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<td>1 Develop a Special Living Option on campus that promotes and supports a student’s decision to lead a lifestyle that does not include any unhealthy substances.</td>
<td>Expressed interest by current and future residents, continued applications for this special living option, and high building occupancy totals.</td>
<td>In partnership with the Substance Abuse Educator at the University and based on the requests of many residents, the need to explore this living option was crucial. L.I.F.E. House (Living In A Free Environment) opened in the Fall of 2008 with an occupancy of 97%, 87% occupancy in the Fall of 2009, and 90% in the Fall of 2010.</td>
<td>The Office of Residence Life and S-CAPS Substance Abuse Educator have reviewed the process for admitting residents to L.I.F.E. House, our goals, the policies that govern this Special Living Option and have made adjustments as necessary. The demand for L.I.F.E. House has been extremely positive. An essay was incorporated into the application process.</td>
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<tr>
<td>2 The number of current and returning residents that participate in the Spring Room Selection process will increase.</td>
<td>The number of applications submitted, by the established deadline, to participate in the Spring Room Selection Process for on-campus housing for the following academic year will be higher than the previous Spring.</td>
<td>There continues to be an increase annually in the number of current and returning residents that choose to participate in the Spring Room Selection Process in April. From 2007 to 2008, there was a 27% increase in participation. From 2008 to 2009, there was an 8% increase in participation. From 2009 to 2010, there was 26% increase in participation.</td>
<td>The Office of Residence Life will continue to identify methods for encouraging current residents to continue to reside in on-campus housing. Marketing the annual Room Selection Process across campus earlier has proven beneficial. To further spark interest, the first 100 applicants were entered into a raffle for some premium prizes. In addition, we hosted our first-ever Room Selection Information Fair which gave residents the opportunity to inquire about the process and requirements for participation.</td>
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<tr>
<td>3 Residents will be more satisfied with the Room Change process.</td>
<td>Higher levels of satisfaction expressed by our residents regarding the ease of requesting a room change</td>
<td>The Resident Assessment conducted by the Office of Residence Life indicated that residents desire more</td>
<td>The Office of Residence piloted a new Room Change Request process. A Room Change Request Form has been incorporated into the process and</td>
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during the room change period in the Fall. Additionally, as a result, we can anticipate a decrease in the number of room change requests between semesters and the beginning of the Spring semester. flexibility in the room change process. Of the 470 residents that responded, 48% were "slightly satisfied" to "very satisfied" and 52% were "very dissatisfied" to "neutral". emails announcing the established guidelines for requesting a room change were sent to all residents. Participating residents were offered three options: a "Mutual Trade", a "Friend's Vacancy", or a "Reassignment". We will review the volume of room change requests over the course of the academic year.

Assessment Report Form

Name of the Unit: Student Success Team

Mission Statement:
The mission of the Student Success Team at the Metro campus is to enhance persistence and retention through creating and supporting programs, activities, academic enrichment and effective support services and to facilitate a campus environment that supports a positive and successful college experience for ALL students. In order to fulfill that mission our objectives include:

- The creation of a collaborative campus community to address the needs of the total student
- To promote student engagement in the campus community
- To develop and provide campus services that promote positive academic and social development
- To identify and remove barriers to achievement
- To enhance opportunities for faculty/student connections
- To create a campus environment where each member feels that he/she matters

In order to accomplish our objectives, participation of the ENTIRE campus community is essential working in an open, interactive and collaborative way.

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<td>1 To develop and provide campus services that promotes positive academic and social development.</td>
<td>Mid-term grading for freshmen and students in special populations (athletes, EOF, FIS, EFE, and Regional Center) was implemented in the fall ‘09 semester. This was implemented after much discussion with faculty, staff and administration on both NJ campuses. Faculty were polled for feedback regarding the process.</td>
<td>Faculty reported that they needed more time to input grades in the WebAdvisor screen and would like to provide comments.</td>
<td>The timeout feature on the screens was increased slightly and the number of classes is automatically populated after the instructor enters it once, thus further reducing the time needed. Two separate pull down tabs with a list of comments have been added. We will seek feedback from faculty at the end of the fall ‘10 grading period.</td>
</tr>
<tr>
<td>2 To identify and remove barriers to achievement.</td>
<td>The Office of Institutional research included in the fall ‘09 freshmen survey a question on whether they were likely to return to campus the following fall.</td>
<td>Fifty two students responded that they were “Probably Not” and “Definitely Not” returning to FDU on the survey</td>
<td>Late in the spring ‘10 semester members of the Student Success Team called students on the list and inquired about reasons they were not returning. Many cited financial reasons and a few were directly helped through the phone calls. At the beginning of the fall ‘10 semester, 8 students</td>
</tr>
<tr>
<td>3</td>
<td>The creation of a collaborative campus community to address the needs of the total student</td>
<td>The university decided in the fall of '09 to implement the Datatel Retention Alert System on a trial basis using the EFE (Metro) and FIS (COF) programs as the trial groups. Faculty and staff were trained on the creation of a case and directors of each of the programs responded to concerns and sent items to the appropriate party for follow-up. Faculty and staff were asked to provide feedback throughout the semester.</td>
<td>A few technical glitches were discovered in the system that led to a decrease in use by the faculty. The directors have made attempts to assure the faculty that the process is worthwhile and are working to increase usage again.</td>
</tr>
</tbody>
</table>
Department Mission Statement
The Office of Institutional Research and Assessment supports the University mission by its commitment to developing and providing quality and accurate information for effective policy formulation, decision-making, accreditation, assessment and strategic planning activities of the University. The central mission of the Office is to collect data and, analyze, interpret and disseminate this information to various university constituencies. In support of its mission, the Office designs and conducts research projects; produces standard and specialized reports; responds to federal, state mandates and other requests for institutional data; provides data and analytical support to institutional and campus strategic initiatives and assessment activities and retention efforts; and, develops and maintains a data warehouse of historical and current institutional information.

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<td>Implement assessment of institutional effectiveness plan and prepare a report for Periodic Review Report</td>
<td>The proportion of AES units that develop, implement and report on assessment of their activities</td>
<td>All AES units were contacted and provided with the assessment form to report on their assessment activities. Also helped several departments to develop and implement their assessment plans. As a result, more than 75% compliance was achieved.</td>
<td>New workshops will be offered in Fall 2011. The current form will be modified to reduce the number of reporting steps. More one-on-one meetings with department heads will be conducted to make assessment planning and reporting less burdensome and easier to comply.</td>
</tr>
<tr>
<td>Provide robust predictive results to assist both institutional and departmental action/intervention on improving first year retention</td>
<td>Develop a regression model to identify students who are more likely to leave and distribute that information to the campus provosts, deans of student life and the Student Success team.</td>
<td>Regression models were developed for three cohorts: Fall 2008, Fall 2009 and Fall 2010. Actual retention was matched against predicted retention.</td>
<td>Based on the results, the model was further refined and we also found out that the model’s prediction power is higher when both freshmen and sophomore retention were used.</td>
</tr>
<tr>
<td>Track and comply with emerging and new federal and state reporting requirements</td>
<td>Compliance with HEOA regulations on Student Consumer Information Page</td>
<td>Working with the university webmaster, the office successfully created the student consumer information page located two clicks from the main page</td>
<td>Timely compliance with HEOA data requirements was achieved.</td>
</tr>
</tbody>
</table>