Academic Support Center
First-Year Experience (FYE) Peer Mentor Program
2019-2020 Yearly Program Assessment (YPA)

1. **Administrative Office Leader: Beth Odahlen**

2. **Administrative Office Mission Statement: in Progress**

3. **Location(s) where Goals are Implemented: Meetings with ASC director, in the UNIV 110 course, in training sessions**

Table of Contents

Form 1 - Listing of Student Learning, Co-curricular, & Program Goals

Student Learning Goals
(What and/or how students generally learn and develop from interacting with the office, program, and program personnel)

Column 1	Column 2
	Related Strategic Goal #
Student Learning Goal 1: Minot State Students, who participate as a Peer Mentor in the FYE program, will be develop their self-awareness skills through individual and group experiences in the peer mentoring program.	
• Outcome 1 – Peer Mentors will be able to identify areas of strength, specific to the actions within the peer mentoring program. • Outcome 2 – Peer Mentors will work with the FYE director and other peer mentors to identify ways to help improve the peer mentor program and the experiences of peer mentors.	

Co-Curricular Learning Goals
(What and/or how students specifically learn or develop through co-curricular activities, programs, and content)

Column 1	Column 2
	Related Strategic Goal #
Co-Curricular Goal 1: Self-Awareness – Minot State Students will enhance their intrapersonal competence through their experiences.	
Outcome 1 – **Peer Mentors will reflect on areas of strengths and growth to better understand their abilities.** ▪ Objective 1: Peer Mentors will accurately identify three individual strengths specific to their peer mentor role. ▪ Objective 2: Peer Mentors will accurately identify three areas of individual growth specific to their peer mentor role.	

Operational Goals
(What and/or how the office, program, and personnel intentionally plan to improve)

Column 1	Column 2
	Related Strategic Goal #
Program Goal 1: Provide Peer Mentors feedback and specific training to improve self-identified areas of growth and provide support to Peer Mentors throughout the semester.	
• Outcome 1 – Peer Mentors will have more direct feedback, which will help them improve areas of growth throughout the semester versus at the end of the semester.	

Form 2a - Assessment Cycle Informative Table – Plan (Goals/Outcomes, Methodology, Target)

All Student Learning Goals

Goals/Outcomes/Objectives	Target	Methodology
State the Student/Co-Curricular Learning Goals/Outcomes/Objectives	Expected Benchmarks for Success	Describe the Assessment Methodology
Student Learning Goal 1: Minot State Students, who participate as a Peer Mentor in the FYE program, will participate in the develop of their self-awareness skills through individual and group experiences in the peer mentoring program. • Outcome 1 – Peer Mentors will be able to identify areas of strengths and growth, specific to the actions within the peer mentoring program. • Outcome 2 – Peer Mentors will work with the FYE director and other peer mentors to identify ways to help improve the peer mentor program and the experiences of peer mentors.	• 100% PM will identify three areas of strengths and growth, prior to the beginning of the semester in which they are peer mentoring, specific to their role as a peer mentor • 75% of PM will attend all individual meetings with FYE director, with specific instruction on areas of strength and growth to enhance peer mentor program • 63% of PM's will attend all group meetings, which provide tips and feedback on improvement of skills/activities to enhance peer mentor program and the peer mentor experience.	• Activity – Letter to Yourself, Post Letter to yourself, individual meetings, PM group meetings • Instrument – Pre and Post Self-reflection letters, attendance at individual and group meetings. • Time Frame – semester • Personnel Involved – The student, other peer mentors, and FYE Director

All Student Co-Curricular Learning Goals

Goals/Outcomes/Objectives	Target	Methodology
State the Student/Co-Curricular Learning Goals/Outcomes/Objectives	Expected Benchmarks for Success	Describe the Assessment Methodology
Co-Curricular Goal 1: Self-Awareness – Minot State Students will enhance their intrapersonal competence through their experiences.	• 68% of PM will showcase the areas of strengths which are observable during observations. (Some of these areas of strength may not be observable at the time)	• Activity – Letter to Yourself, PM observation, Post Letter to yourself. • Instrument – Pre and Post Self-reflection letters, PM observation form, PM feedback from FYE instructors

Outcome 1 – Peer Mentors will reflect on areas of strengths and growth to better understand their abilities.
    ▪ Objective 1: Peer Mentors will accurately identify three individual strengths specific to their peer mentor role.
    ▪ Objective 2: Peer Mentors will accurately identify three areas of individual growth specific to their peer mentor role.
	• 68 % PM will identify the at least two of the same areas of strengths in post reflection as in pre reflection.
	• 68% of PM will identify, in the post-reflection, at least two of the areas of growth they identified in the pre-reflection as areas they worked on during the semester or still need to work on in future semesters.
	• 68% FYE instructor will list at least one area they saw strength from PM in end of the semester review, which matched PM areas of strength.
	• 68% FYE instructor will list at least one area they saw growth from PM in end of the semester review, which matched PM areas of growth or where growth is still needed.
		• Time Frame – Semester in which they are a PM
		• Personnel Involved – PM and Director(on occasion, FYE Faculty committee member), FYE Faculty

All Operational Program Goals

Operational Goal 1: Provide Peer Mentors feedback and specific training to improve self-identified areas of growth and provide support to Peer Mentors throughout the semester.	Action Planning with each student and PM and director agree on areas to work to improve.	• Activity – action planning • Instrument -PM observation sheet and individual meeting • Time Frame Fall semester • Personnel Involved PM and Director

Form 2b - Table of Measures

Form 5 exists as a digest of data and materials used in the assessment process. In the space below, please list the types of direct assessments and indirect assessments used in the assessment process. In the table below, simply list the name of the instrument, whether it was direct or indirect, who was the participant(s), and how the data is/will be used.

Definitions: Direct Measures are instruments such as standardized exams, papers, projects, observations, performances, etc.
Indirect Measures are instruments such as surveys, focus groups, course grades, grad school acceptance rate, employment outcomes, etc.

Name	Direct or Indirect Measure	Participants	How is/will data used?
PM Reflections 1	Direct	Peer Mentors	PM identifies areas of improvement and strengths
PM Observation 1	Indirect	Peer Mentor and Director	Director will identify areas of strengths and growth. Director and PM will meet regarding these areas.
PM Reflection 2	Direct	PM	Peer Mentor will reflect on areas first identified in first reflection and then on the processes of identifying strengths and growth areas.

Form 2c - Assessment Cycle Informative Table – Project (Gather, Review, Interpret)

Goal, Outcome, Objective	Gather, Review, & Interpret Gather, share, and interpret findings & indicate whether target was met or not met.
Ex. 1.1.1	

Form 2d - Assessment Cycle Informative Table –Report (Recommendations, and Implementation)

Goal, Outcome, Objective	**Recommendations and Implementation** Comment on any improvements/changes that were the result of this cycles an assessment
Ex. 1.1.1	

Form 3 – Budget recommendations based on assessment results

Budget Recommendation	Type	Related Strategic Goal	Amount Requested	Timeline Prioritization

Form 4 - Longitudinal Assessment Table

All Student Learning Goals

Column 1	Column 2	Column 3
Specific Recommendations Resulting from Assessment in 2017-2018	Specific Changes Implemented in 2018-2019 and Detailed Outcomes of those Changes	Recommendations for Further Improvements in 2019-2020

All Student Co-curricular Learning Goals

Column 1	Column 2	Column 3
Specific Recommendations Resulting from Assessment in 2017-2018	Specific Changes Implemented in 2018-2019 and Detailed Outcomes of those Changes	Recommendations for Further Improvements in 2019-2020

All Operational Program Goals

Column 1	Column 2	Column 3
Specific Recommendations Resulting from Assessment in 2017-2018	Specific Changes Implemented in 2018-2019 and Detailed Outcomes of those Changes	Recommendations for Further Improvements in 2019-2020

Form 5 – Appendices

This is a place to provide copies of an instrument, more in-depth data/results, anything the reporter does not want to "squash" into a column.

(Career Services)
2019 - 2020 Yearly Program Assessment (YPA)

1. **Administrative Office Leader:** Lynda Bertsch, Director of MiSU Career Services

2. **Administrative Office Mission Statement:** The Career Services Center strives to equip MSU students and graduates with the tools and resources to successfully manage their career and employment paths for a lifetime. We offer a supportive, instructional link between the individual, academics, the workplace, and the global community.

3. **Location(s) where Goals are Implemented:** Main Campus

Table of Contents

Form 1 - Listing of Student Learning, Co-curricular, & Program Goals

Student Learning Goals
(What and/or how students generally learn and develop from interacting with the office, program, and program personnel)

Column 1	Column 2
	Related Strategic Goal #
Student Learning Goal 1: NA	
• Outcome 1 – NA • Outcome 2 – NA • Etc. -	
Student Learning Goal 2:	
• Outcome 1 – • Outcome 2 – • Etc. -	
Student Learning Goal 3	
• Outcome 1 – • Outcome 2 – • Etc. -	
Student Learning Goal 4:	
• Outcome 1 – • Outcome 2 – • Etc. -	
Student Learning Goal 5:	
• Outcome 1 – • Outcome 2 – • Etc. -	

Co-Curricular Learning Goals
(What and/or how students specifically learn or develop through co-curricular activities, programs, and content)

Column 1	Column 2
	Related Strategic Goal #
Co-Curricular Goal 1: Minot State students will develop the necessary life and professional skills to promote their future success	*3*

- Outcome 1 – Students will reflect on their self-efficacy, growth mindset, or confidence
    Objective 1: Students will be able to identify Career Services resources or programs to help them at their stage of career development
    Objective 2: Students will be able to identify a greater range of career opportunities available to them by industry, function or employer that they are interested in exploring in the future   - Outcome 2 – Students will demonstrate appropriate demeanor in a professional setting
    Objective 1: Students will demonstrate networking skills
    Objective 2: Students will gain confidence in speaking with campus administrators and community leaders   - Outcome 3 - Students will develop appropriate communication for use in a professional setting
    Objective 1: Students will be able to present themselves professionally to potential employers or class assignment via their resume and online profiles
    Objective 2: Students will be confident when speaking to potential employers
    Objective 3: Students will be able to articulate their skills, knowledge and transferable and work related skills   - Outcome 4 - Students will develop appropriate communication for use in a professional setting
    Objective 1: Students will be able to create action plans based on reflection of interests, skills and values	

Co-Curricular Goal 2:	
- Outcome 1 – - Objective 1: - Outcome 2 – - Objective 1: - Etc. –	

Co-Curricular Goal 3:	

• Outcome 1 –
     o Objective 1:
 • Outcome 2 –
     o Objective 1:
 • Etc. -	

Co-Curricular Goal 4:	

• Outcome 1 –
     o Objective 1:
 • Outcome 2 –
     o Objective 1:
 • Etc. -	

Operational Goals

(What and/or how the office, program, and personnel intentionally plan to improve)

Column 1	Column 2
	Related Strategic Goal #
Program Goal 1: To provide Career Services to MSU students and alumni	*3*
• Outcome 1 – Provide one-on-one consultations with students for career exploration, graduate school opportunities, and job search activities Objective 1 - Increase the number of students assisted through the Career Services Office	
Program Goal 2:	
• Outcome 1 – • Outcome 2 –	

Form 2a - Assessment Cycle Informative Table – Plan (Goals/Outcomes, Methodology, Target)

All Student Learning Goals

Goals/Outcomes/Objectives	Target	Methodology
State the Student/Co-Curricular Learning Goals/Outcomes/Objectives	Expected Benchmarks for Success	Describe the Assessment Methodology
		• Activity • Instrument • Time Frame • Personnel Involved

All Student Co-Curricular Learning Goals

Goals/Outcomes/Objectives	Target	Methodology
Goal 1 / Outcome 1/ Objective 1 & 2	Expected Benchmarks for Success	Describe the Assessment Methodology
Outcome 1 – Students will reflect on their self-efficacy, growth mindset, or confidence Objective 1 - Students will be able to identify Career Services resources or programs to help them at their stage of career development Objective 2 - Students will be able to identify a greater range of career opportunities available to them by industry, function or employer that they are interested in exploring in the future	Objective 1 - Students will identify 2 -3 Career Services resources or programs to help them at their stage of career development Objective 2 – Students will create 2 -3 concrete next steps for their career development	Activity – FYE Welcome Weekend Presentations Steps to Building Your Career • Instrument – One Minute Take Away • Time Frame - August • Personnel Involved - Lynda

Goals/Outcomes/Objectives	Target	Methodology
Goal 1 / Outcome 2 / Objective 1 & 2	Expected Benchmarks for Success	Describe the Assessment Methodology
Outcome 2 – Students will demonstrate appropriate demeanor in a professional setting Objective 1 – Students will be able to demonstrate networking skills Objective 2 – Students will gain confidence in speaking with campus administrators and community leaders	90% of attendees will be able to identify 1 -2 behaviors that will be appropriate when networking with campus administration and community leaders	• Activity - Etiquette Lunch • Instrument – Take Away • Time Frame - October • Personnel Involved - Lynda

Goals/Outcomes/Objectives	Target	Methodology
Goal 1 / Outcome 3 /Objective 1, 2, & 3	Expected Benchmarks for Success	Describe the Assessment Methodology
Outcome 3 - Students will develop appropriate communication for use in a professional setting Objective 1 – Students will be able to present themselves professionally to potential employers or class assignment via their resume and online profiles Objective 2 - Students will be confident when speaking to potential employers Objective 3 – Students will be able to articulate transferable and work-related skills	80% of students participating in classroom presentation or one-on-one meetings will have a well-designed resume which clearly articulates their talents and skills	• Activity Resume classroom presentations and one-on-one meetings • Instrument – Rubric for resume • Time Frame – On going • Personnel Involved - Lynda

Goals/Outcomes/Objectives	Target	Methodology
Goal 1/ Outcome 4 / Objective 1	Expected Benchmarks for Success	Describe the Assessment Methodology
Outcome 4 - Students will develop appropriate communication for use in a professional setting Objective 1 – Students will be able to create action plans based on reflection of interests, skills and values	Students will describe the next 1-3 steps in their career exploration and planning	• Activity - Career Exploration class presentations and one-on-one student appointments • Instrument - Reflection • Time Frame – 2019-2020 • Personnel Involved - Lynda

All Operational Program Goals

Goals/Outcomes/Objective	Target	Methodology
Goal 1 / Outcome 1 / Objective 1		
Outcome 4 - Students will develop appropriate communication for use in a professional setting Outcome 1 - Provide one-on-one consultations with students for career exploration, graduate school opportunities, and job search activities Objective 1 - Increase the number of students assisted through the Career Services Office	Establish a baseline for future assessments	• Activity • Instrument - Roster of students • Time Frame 2019-2020 • Personnel Involved - Lynda

Form 2b - Table of Measures

Form 5 exists as a digest of data and materials used in the assessment process. In the space below, please list the types of direct assessments and indirect assessments used in the assessment process. In the table below, simply list the name of the instrument, whether it was direct or indirect, who was the participant(s), and how the data is/will be used.

Definitions: Direct Measures are instruments such as standardized exams, papers, projects, observations, performances, etc.
Indirect Measures are instruments such as surveys, focus groups, course grades, grad school acceptance rate, employment outcomes, etc.

Name	Direct or Indirect Measure	Participants	How is/will data used?
One Minute Take Away	Direct Measure	Students	Data will be used to assess objective learning
Take Away	Direct Measure	Students	Data will be used to assess objective learning
Resume Design Rubric	Direct Measure	Students	Data will be used to assess objective learning
Reflection	Direct Measure	Students	Data will be used to assess objective learning
Roster	Indirect Measure	Students	Data will be used to assess objective learning

Form 2c - Assessment Cycle Informative Table – Project (Gather, Review, Interpret)

Goal, Outcome, Objective	Gather, Review, & Interpret Gather, share, and interpret findings & indicate whether target was met or not met.
Ex. 1.1.1	

Form 2d - Assessment Cycle Informative Table –Report (Recommendations, and Implementation)

Goal, Outcome, Objective	Recommendations and Implementation Comment on any improvements/changes that were the result of this cycles an assessment
Ex. 1.1.1	

Form 3 – Budget recommendations based on assessment results

Budget Recommendation	Type	Related Strategic Goal	Amount Requested	Timeline Prioritization

Form 4 - Longitudinal Assessment Table

All Student Learning Goals

Column 1	Column 2	Column 3
Specific Recommendations Resulting from Assessment in 2017-2018	Specific Changes Implemented in 2018-2019 and Detailed Outcomes of those Changes	Recommendations for Further Improvements in 2019-2020

All Student Co-curricular Learning Goals

Column 1	Column 2	Column 3
Specific Recommendations Resulting from Assessment in 2017-2018	Specific Changes Implemented in 2018-2019 and Detailed Outcomes of those Changes	Recommendations for Further Improvements in 2019-2020

All Operational Program Goals

Column 1	Column 2	Column 3
Specific Recommendations Resulting from Assessment in 2017-2018	Specific Changes Implemented in 2018-2019 and Detailed Outcomes of those Changes	Recommendations for Further Improvements in 2019-2020

Form 5 – Appendices

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Student Activities
2019-20 Yearly Program Assessment (YPA)

1. **Administrative Office Leader: Leon Perzinski & Aaron Hughes**

2. **Administrative Office Mission Statement:**

3. **Location(s) where Goals are Implemented: Main Campus in Minot, ND**

Table of Contents

Form 1 - Listing of Student Learning, Co-curricular, & Program Goals

STUDENT LEARNING GOALS
(What and/or how students generally learn and develop from interacting with the office, program, and program personnel)

Column 1	Column 2
	Related MSU Strategic Goal #
Student Learning Goal 1: NA	
• Outcome 1 – NA •	

CO-CURRICULAR LEARNING GOALS
(What and/or how students specifically learn or develop through co-curricular activities, programs, and content)

Column 1	Column 2
	Related MSU Strategic Goal #
Co-Curricular Goal 1: Minot State students will develop their leadership skills through individual, group, and community experiences.	
• Outcome 1 – Students will guide others through processes involving collaboration, shared responsibilities, or teamwork. ○ Objective 1: Directors of Entertainment will demonstrate a basic understanding of skills necessary to manage groups, meetings, member recruitment, retention, budgeting, delegation and effective communication skills.	
Co-Curricular Goal 2: Minot State students will develop their leadership skills through individual, group, and community experiences.	
• Outcome 1 – Students will affect positive change within their organizations. ○ Objective 1: Student senators will learn to use Robert's Rules of Order to facilitate discussions and formulate collective decisions. ○ Objective 2: Student senators will pass three or more impactful motions per semester ○ Objective 3: Student senators will actively participate in at least two internal committees.	

OPERATIONAL GOALS
(What and/or how the office, program, and personnel intentionally plan to improve)

Column 1	Column 2
	Related MSU Strategic Goal #
Operational Goal 1: NA	
• Outcome 1 – NA	

Form 2a - Assessment Cycle Informative Table – Plan (Goals/Outcomes, Methodology, Target)

ALL STUDENT LEARNING GOALS

Goals/Outcomes/Objectives	Target	Methods
State the Student Learning Goals/Outcomes/Objectives	Expected Benchmarks for Success	Describe the Assessment Methodology
NA	NA	- Activity - Instrument - Time Frame - Personnel Involved

ALL STUDENT CO-CURRICULAR LEARNING GOALS

Goals/Outcomes/Objectives	Target	Methods
State the Co-Curricular Learning Goals/Outcomes/Objectives	Expected Benchmarks for Success	Describe the Assessment Methodology
Co-Curricular Goal 1: Minot State students will develop their leadership skills through individual, group, and community experiences. • Outcome 1 – Students will guide others through processes involving collaboration, shared responsibilities, or teamwork. o Objective 1: Directors of Entertainment will demonstrate a basic understanding of skills necessary to manage groups, meetings, member recruitment, retention, budgeting, delegation and effective communication skills.	Baselines will be set using this year's data	- Activity - Varies - Instrument - retreat assessments, event check lists, leadership evaluations, exit interviews, observations, program participation and evaluation forms - Time Frame – AY 19-20 - Personnel Involved – Student Leaders & Student Activities Coordinator

Co-Curricular Goal 2: Minot State students will develop their leadership skills through individual, group, and community experiences.	Baselines will be set using this year's data	
• Outcome 1 – Students will affect positive change within their organizations.		Objective 1
		• Activity – SGA training
		• Instrument – Pre-post survey
o Objective 1: Student senators will learn to use Robert's Rules of Order to facilitate discussions and formulate collective decisions.		• Time Frame – AUG-SEP of AY
		• Personnel Involved – Student Senators, SGA Advisors, Student Activities Coordinator
o Objective 2: Student senators will pass three or more impactful motions per semester		Objective 2
		• Activity – Student Government Proceedings
		• Instrument – Motions passed
o Objective 3: Student senators will actively participate in at least two internal committees.		• Time Frame – Fall and Spring Semesters AY 19-20
		• Personnel Involved – Student Senators
		Objective 3
		• Activity – Committee Participation
		• Instrument – Committee Participation Survey & Reflection
		• Time Frame – Fall & Spring Semesters AY 19-20
		• Personnel Involved – Student Senators, Student Activities Coordinator

ALL OPERATIONAL GOALS

Goals/Outcomes/Objective	Target	Methods
State the Operational Goals/Outcomes/Objectives	Expected Benchmarks for Success	Describe the Assessment Methodology

NA	NA	• Activity • Instrument • Time Frame • Personnel Involved

Form 2b - Table of Measures

Form 5 exists as a digest of data and materials used in the assessment process. In the space below please list the types of direct assessments and indirect assessments used in the assessment process. In the table below, simply list the name of the instrument, whether it was direct or indirect, who was the participant(s), and how the data is/will be used.

Definitions: Direct Measures are instruments such as projects, observations, performances, etc.
Indirect Measures are instruments such as surveys, focus groups, etc.

Name	Direct and/or Indirect Measure	Participants	How is/will data used?
Retreat assessments	Both	Students Leaders	Improve student development and program development
Event check lists	Direct	Students Leaders	Improve student development and program development
Leadership Evaluations	Indirect	Students Leaders	Improve student development and program development
Exit Interviews	Direct	Students Leaders	Improve student development and program development
Program Participation and Evaluation forms	Direct	Students Leaders	Improve student development and program development
Pre-post survey	Indirect	Student Senators	Improve student knowledge and use of formal proceedings
Motions Passed	Direct	Student Senators	Set baseline for capacity of student leaders to process, deliberate, and determine outcomes for issue pertaining directly to MiSU student body
Committee Participation Survey	Indirect	Student Senators	Understand the impact a variety of committee work has on student leader development
Committee Participation Reflection	Direct	Student Senators	Understand the impact a variety of committee work has on student leader development

Form 2c - Assessment Cycle Informative Table – Project (Gather, Review, Interpret)

Student Learning Goal, Outcome, Objective	**Gather, Review, & Interpret** Gather, share, and interpret findings & indicate whether target was met or not met.
Ex. 1.1.1	

Co-Curricular Goal, Outcome, Objective	**Gather, Review, & Interpret** Gather, share, and interpret findings & indicate whether target was met or not met.
Ex. 1.1.1	

Operational Goal, Outcome, Objective	**Gather, Review, & Interpret** Gather, share, and interpret findings & indicate whether target was met or not met.
Ex. 1.1.1	

Form 2d - Assessment Cycle Informative Table –Report (Recommendations, and Implementation)

Student Learning Goal, Outcome, Objective	**Recommendations and Implementation** Comment/Relay any improvements/changes that were the result of this cycle's assessment
Ex. 1.1.1	

Co-Curricular Goal, Outcome, Objective	**Recommendations and Implementation** Comment/Relay any improvements/changes that were the result of this cycle's assessment
Ex. 1.1.1	

Operational Goal, Outcome, Objective	**Recommendations and Implementation** Comment/Relay any improvements/changes that were the result of this cycle's assessment
Ex. 1.1.1	

Form 3 – Budget recommendations based on assessment results

Budget Recommendation	Type	Related Strategic Goal	Amount Requested	Timeline Prioritization

Form 4 – Three-year Reflection Assessment Table

ALL STUDENT LEARNING GOALS

Column 1	Column 2	Column 3
Specific Recommendations Resulting from Assessment in 2017-2018	Specific Changes Implemented in 2018-2019 and Detailed Outcomes of those Changes	Recommendations for Further Improvements in 2019-2020

ALL STUDENT CO-CURRICULAR LEARNING GOALS

Column 1	Column 2	Column 3
Specific Recommendations Resulting from Assessment in 2017-2018	Specific Changes Implemented in 2018-2019 and Detailed Outcomes of those Changes	Recommendations for Further Improvements in 2019-2020

ALL OPERATIONAL GOALS

Column 1	Column 2	Column 3
Specific Recommendations Resulting from Assessment in 2017-2018	Specific Changes Implemented in 2018-2019 and Detailed Outcomes of those Changes	Recommendations for Further Improvements in 2019-2020

Form 5 – Appendices

This is a place to provide copies of an instrument, more in-depth data/results, anything the reporter does not want to "squash" into a column.

Wellness Center
(2019-20) Yearly Program Assessment (YPA)

1. **Administrative Office Leader: Paul Brekke, Director of Wellness Center**

2. **Administrative Office Mission Statement:** The Wellness Center is on campus to promote and encourage a culture of dimensional well-being for all member s of the Minot State University community.

3. **Location(s) where Goals are Implemented:** Main Campus - Wellness Center

Table of Contents

Form 1 - Listing of Student Learning, Co-curricular, & Program Goals

Student Learning Goals
(What and/or how students generally learn and develop from interacting with the office, program, and program personnel)

Column 1	Column 2
	Related MSU Strategic Goal #
Student Learning Goal 1: *None or Not Applicable this Cycle*	*NA*
• Outcome 1 – *None or Not Applicable this Cycle*	

Co-Curricular Learning Goals
(What and/or how students specifically learn or develop through co-curricular activities, programs, and content)

Column 1	Column 2
	Related MSU Strategic Goal #
Co-Curricular Goal 1: Minot State students will describe and apply the dimensions of holistic well-being.	*Goal 4.2.1*

• **Outcome 1** – Students will develop physical wellness-related knowledge, beliefs, and behaviors that promote individual and community well-being.
   ○ *Objective 1:* Compliment student awareness of physical dimension through wellness assessment worksheet
 	
• **Outcome 2** – Students will develop emotional wellness-related knowledge, beliefs, and behaviors that promote individual and community well-being.
   ○ *Objective 1:* Compliment student awareness of emotional dimension through wellness assessment worksheet	

Operational Goals
(What and/or how the office, program, and personnel intentionally plan to improve)

Column 1	Column 2
	Related MSU Strategic Goal #
Operational Goal 1: Explore starting an outdoor recreation activity or trip relevant to wellness/leadership co-curricular goals	*Goal 4.1.4*
• Outcome 1 – Survey students who attend welcome weekend regarding their willingness to participate in an outdoor recreation activity or trip • Outcome 2 – Seek and discuss partnerships/collaboration with other offices/programs regarding their level of interest in an outdoor recreation activity/trip (could include academic programs)	
Operational Goal 2: Maximize usage of wellness center amenities and services/programs/amenities	*Goal 4.2.5*
• Outcome 1 – Survey faculty on how and why they do or do not use wellness center • Outcome 2 – Survey general users regarding usage center activities/amenities/services	
Operational Goal 3: Wellness Center staff maintain professional demeanor and knowledge relevant to the fitness/wellness profession and extend knowledge to users	*Goal 6.2.3*
• Outcome 1 – Professional Staff attend internal/external professional development or continuing education • Outcome 2 – Student staff will attend continuing education/trainings • Outcome 3 - Offer certificate opportunities hosted by the wellness center to the Minot State community and surrounding communities	
Operational Goal 4: Bring awareness to the eight dimensions of wellness to the campus community	*Goal 4.2.1*
• Outcome 1 – Wellness Center Staff will visit with campus offices and programs to educate them on wellness wheel.	

Form 2a - Assessment Cycle Informative Table – Plan (Goals/Outcomes, Methodology, Target)

All Student Learning Goals

Goals/Outcomes/Objectives	Target	Methods
State the Student Learning Goals/Outcomes/Objectives	Expected Benchmarks for Success	Describe the Assessment Methodology
NA – None this Cycle	NA – None this Cycle	• Activity • Instrument • Time Frame • Personnel Involved

All Co-Curricular Learning Goals

Goals/Outcomes/Objectives	Target	Methods
State the Co-Curricular Learning Goals/Outcomes/Objectives	Expected Benchmarks for Success	Describe the Assessment Methodology
Co-Curricular Goal 1: Minot State students will describe and apply the dimensions of holistic well-being. • **Outcome 1 –** Students will develop physical wellness-related knowledge, beliefs, and behaviors that promote individual and community well-being. o ***Objective 1:*** Compliment student awareness of physical dimension through wellness assessment worksheet • **Outcome 2 -** Students will develop emotional wellness-related knowledge, beliefs, and behaviors that promote individual and community well-being.	**Objective 1 -** All student participants complete wellness assessment worksheet Set formal baseline for student physical wellness – student participants self-report engagement above 50%	• **Activity –** Welcome Weekend and Club/Org/FYE's Presentations • **Instrument –** Wellness Assessment Worksheet • **Time Frame –** Fall & Spring Semester • **Personnel Involved –** Wellness Center Staff

Goals/Outcomes/Objective	Target	Methods
o **Objective 1:** Compliment student awareness of emotional dimension through wellness assessment worksheet	**Objective 1-** All student participants complete wellness assessment worksheet Set formal baseline for student emotional wellness – student participants self-report engagement above 50%	

All Operational Goals

Goals/Outcomes/Objective	Target	Methods
State the Operational Goals/Outcomes/Objectives	Expected Benchmarks for Success	Describe the Assessment Methodology
Operational Goal 1: Explore starting an outdoor recreation activity or trip relevant to wellness/leadership co-curricular goals • **Outcome 1 –** Survey students who attend welcome weekend regarding their willingness to participate in an outdoor recreation activity or trip • **Outcome 2 –** Seek and discuss partnerships/collaboration with other offices/programs regarding their level of interest in an outdoor recreation activity/trip (could include academic programs)	**Outcome 1** - Student Interest Level – 50% or greater **Outcome 2** - Two or more offices to contribute to activity/trip	• **Activity –** Student Presentations and Staff/Faculty/Student Orgs. meetings • **Instrument –** Student Interest Survey and Qualitative Feedback • **Time Frame –** Fall & Spring • **Personnel Involved –** Wellness Center Staff

Operational Goal 2: Maximize usage of wellness center amenities and services/programs/amenities • **Outcome 1** – Survey faculty on how and why they do or do not use wellness center • **Outcome 2** – Survey general users regarding usage center activities/amenities/services	**Outcome 1** - Collect baselines on usage across demographics, time, amenities/stations/services **Outcome 2** - Collect baselines on usage across demographics, time, amenities/stations/services	• **Activity** – Surveying Users • **Instrument** – Faculty Survey & General User Survey • **Time Frame** – Fall & Spring • **Personnel Involved** – Wellness Center Staff
Operational Goal 3: Wellness Center staff maintain professional demeanor and knowledge relevant to the fitness/wellness profession and extend knowledge to users **Outcome 1** – Professional Staff attend internal/external professional development or continuing education **Outcome 2** – Student staff will attend continuing education/trainings **Outcome 3** – Offer certificate opportunities hosted by the wellness center to the Minot State community and surrounding communities	**Outcome 1** - one professional internal/external training or continuing education **Outcome 2** - one professional internal/external training or continuing education **Outcome 3** - Offer one certificate opportunity a year	• **Activity** – Internal/External Professional Development & Training seminars, team-building exercises, CPR & First Aid training, Public and Student Safety Training, & Certificate opportunity • **Instrument** – Participation in Professional Development; Certification Satisfaction Survey/feedback • **Time Frame** – Fall, Spring, Summer • **Personnel Involved** – Wellness Center Staff
Operational Goal 4: Bring awareness to the eight dimensions of wellness to the campus community **Outcome 1** – Wellness Center Staff will visit with campus offices and programs to educate them on wellness wheel.	**Outcome 1** - 50% of institutional offices visited in first year (2019-20)	• **Activity** – Educating Campus Community • **Instrument** – Visit Form & Qualitative Feedback • **Time Frame** – Fall, Spring, Summer

		• **Personnel Involved** – Wellness Center Staff, MSU Well Committee, & Office members **Note -** Office that completes training will receive wellness dimension certification. **Note –** Office will be able to highlight the practices relevant to a dimension and its connection to others.

Form 2b - Table of Measures

Form 5 exists as a digest of data and materials used in the assessment process. In the space below please list the types of direct assessments and indirect assessments used in the assessment process. In the table below, simply list the name of the instrument, whether it was direct or indirect, who was the participant(s), and how the data is/will be used.

Definitions: Direct Measures are instruments such as projects, observations, performances, etc.
Indirect Measures are instruments such as surveys, focus groups, etc.

Name	Direct or Indirect Measure	Participants	How is/will data used?
Wellness Assessment Worksheet	Indirect	Students	Used to inform WC staff on wellness dimension engagement
Student Interest Survey and Qualitative Feedback	Indirect	Students	Used to inform WC staff on the potential of future co-curricular activities/outlets
Faculty Survey & General User Survey	Indirect	Faculty, Staff, and Students	Used to inform WC staff on as to how specifically facility amenities/activities/services are used and by whom, and the potential of future efficiency gains/improvements
Professional Development	Direct	Wellness Center Staff	Used as a basis to maintain professional staffing
Certification Satisfaction Survey/feedback	Indirect	Certificate Participants	Used to improve and extend future certificate offerings
Visit Form & Qualitative Feedback	Direct and Indirect	Office Staff	Used to catalog progress and improvement related feedback

Form 2c - Assessment Cycle Informative Table – Project (Gather, Review, Interpret)

Student Learning Goal, Outcome, Objective	**Gather, Review, & Interpret** Gather, share, and interpret findings & indicate whether target was met or not met.
SLG 1.x	*NA – None this Cycle*

Co-Curricular Goal, Outcome, Objective	**Gather, Review, & Interpret** Gather, share, and interpret findings & indicate whether target was met or not met.
CCG 1.1.1	
CCG 1.2.1	

Operational Goal, Outcome, Objective	**Gather, Review, & Interpret** Gather, share, and interpret findings & indicate whether target was met or not met.
OPG 1.x	

Form 2d - Assessment Cycle Informative Table –Report (Recommendations, and Implementation)

Student Learning Goal, Outcome, Objective	**Recommendations and Implementation** Comment/Relay any improvements/changes that were the result of this cycle's assessment
Ex. 1.1.1	

Co-Curricular Goal, Outcome, Objective	**Recommendations and Implementation** Comment/Relay any improvements/changes that were the result of this cycle's assessment
Ex. 1.1.1	

Operational Goal, Outcome, Objective	**Recommendations and Implementation** Comment/Relay any improvements/changes that were the result of this cycle's assessment
Ex. 1.1.1	

Form 3 – Budget recommendations based on assessment results

Budget Recommendation	Type	Related Strategic Goal	Amount Requested	Timeline Prioritization

Form 4 - Longitudinal Assessment Table

All Student Learning Goals

Column 1	Column 2	Column 3
Specific Recommendations Resulting from Assessment in 2017-2018	Specific Changes Implemented in 2018-2019 and Detailed Outcomes of those Changes	Recommendations for Further Improvements in 2019-2020

All Student Co-curricular Learning Goals

Column 1	Column 2	Column 3
Specific Recommendations Resulting from Assessment in 2017-2018	Specific Changes Implemented in 2018-2019 and Detailed Outcomes of those Changes	Recommendations for Further Improvements in 2019-2020

All Operational Goals

Column 1	Column 2	Column 3
Specific Recommendations Resulting from Assessment in 2017-2018	Specific Changes Implemented in 2018-2019 and Detailed Outcomes of those Changes	Recommendations for Further Improvements in 2019-2020

Form 5 – Appendices

This is a place to provide copies of an instrument, more in-depth data/results, anything the reporter does not want to "squash" into a column.