

Administrative Units Annual Assessment Report 2020-2021

This annual report reflects multiple and varied assessment efforts from the administrative units of five divisions at the University. This is the fourth year for this process of collecting assessment data, expected outcomes, changes and improvements for these units.

The Administrative Units Assessment Committee (AUAC) members are:

- Deborah Bond (Finance and Facilities)
- R. Chad Brown (Academic Affairs)
- Michael Demetor (Enrollment Management and Student Affairs)
- Jacqueline Fox (Equity and Compliance)
- Elizabeth Pflugler (Finance and Facilities)
- Krista Prock (Interim Director of Assessment)
- Amy Sandt (University Relations and Athletics)
- Martha Stevenson (Academic Affairs)
- Tammy Wert (University Relations and Athletics)

All units from each of the five divisions - Academic Affairs, Enrollment Management and Student Affairs, Equity and Compliance, Finance and Facilities, and University Relations and Athletics – completed an assessment. Below are some highlights. The full reports of 39 out of 41 units can be found in Nuventive.

Academic Affairs

The Career Development Center (CDC) focused student presentations on emphasizing the sections of a resume that are most critical to employers, which were Education and Experience. The CDC utilized Mentimeter in resume presentations and 78% of participants were able to identify the two key sections, exceeding their goal of 75%. The CDC will continue to use Mentimeter in resume presentations as well as include this question in the Handshake post survey to increase student knowledge.

Additionally, the CDC attempted to increase student response rate of post-career counseling survey responses by 20% over last year's rate, but the rate increased to just 8% over last year's 5%. While pleased with any increase, getting students to complete surveys remains a challenge.

The student responses provide feedback to career coaches, several of whom are graduate assistants learning about counseling techniques, career development theory and career assessments. Increased student feedback is helpful for these graduate students just beginning their professional counseling careers, as well as for seasoned staff. The CDC will continue to emphasize to students, at the conclusion of counseling appointments, the importance of completing the survey and the incentive(s) available.

Enrollment Management & Student Affairs

The Office of Student Conduct engaged in several assessment initiatives including: a student learning outcomes assessment of graduate student preparedness for facilitating student conduct briefings; completion of a self-study program review; assessment of student perceptions of the student conduct process; and an evaluation of the new *BearAware* program.

A learning outcomes assessment of student conduct briefings by graduate student case officers, in collaboration with Residence Life, exceeded the total target of a 2.25 average score on an observation rubric, however, two of ten domains fell below the desired target and were identified as areas of training emphasis and reassessment. Student Conduct administered the *Student Conduct Adjudication Process Questionnaire* (as developed by eduOutcomes) with a 27% response rate and achieved a total average score of 4.18 (5.0); KU scored higher in eight of nine domains as compared to the reference group. The survey is planned to be administered in the future and compared to prior results if the university adopts a new system-wide *Student Code of Conduct*. A comprehensive Student Conduct self-study was completed and yielded 19 recommendations for program improvement. The *BearAware* educational program launched in Fall 2020 with 90% of participants (N164) scoring 70% or higher via an indirect assessment of learning (posttest). To improve results, recommendations were made to enhance content, improve student comprehension by adding learning checks throughout the program, and expand utilization. Additionally, student learning outcomes assessment of student conduct sanctions were completed including an assessment of reflective essays and pretest and posttest comparisons of alcohol, marijuana, and conflict resolution sanction programs with 96% of students demonstrating knowledge gains. Goals for University Conduct Board training fell short of targets due to an insufficient number of formal hearings held because of the pandemic. Although all new UCB representatives demonstrated knowledge gains of 10% or higher following training, 60% of participants scored 15% which fell short of the 80% target.

Equity & Compliance

The Disability Services Office established a student learning outcome that students enrolled in the My Place program would demonstrate self-advocacy by implementing their accommodations in their courses during the first three (3) weeks of the Spring 2021 semester. The established criteria for success was 95% of My Place participants would have implemented their accommodations by the third week of the semester. In order to assess whether or not the criteria for success was met, the Disability Services Office established a two-part process. First the Disability Services Office ran a report to determine how many My Place participants requested accommodation letters through MyKU during the first three (3) weeks of the Spring 2021 semester. Additionally, the Disability Services Office distributed a short questionnaire to the faculty of the My Place participants to determine whether or not the My Place participants

completed the implementation process by requesting a meeting and discussing the accommodations with their faculty members.

The summary of findings was as follows. Twenty (20) out of twenty-three (23), or 86.95%, of My Place students began to implement their accommodations by requesting electronic accommodation letters by the third week of the Spring 2021 semester, as compared to 60% of all students registered with the Disability Services Office requesting letters within the same timeframe. By the end of the seventh week of the Spring 2021 semester, two (2) additional My Place participants requested electronic accommodation letters to bring the total to 95%, as compared to 65% of all students registered with the Disability Services Office requesting accommodation letters within the same timeframe.

In response to the summary of findings, the Disability Services Office noted it is important to recognize and respect that some students will invoke their right not to disclose their disability to their professors, if the student deems that accommodations are not needed in those classes. Therefore, accommodation letters would not be requested in those situations.

During the Spring 2022 semester, the Disability Services Office plans to administer a survey to My Place participants regarding the process of requesting accommodations, including timing of the request for letters and discussion with faculty to identify any barriers to the process.

Finance & Facilities

Facilities' main goal was to improve customer service and align service offerings with the changing needs of the University. This goal related to the University's Strategic Plan goal #4 which stated: "Kutztown University will maintain and enhance physical, financial, and human resources necessary to fulfill its mission." A new on-line customer service training program was developed for all Facilities employees to participate in. As an organization, based on an average of 119 employees, a 98.33% participation and success rate were achieved. This learning resulted in a targeted understanding of the organizational priorities, underlying work management process, and customer service delivery. Facilities will continue to use these types of programs as a foundation to build upon. The challenges were having all Facilities personnel complete training modules and successfully pass the training test/quiz.

University Relations & Athletics

University Relations assessed four areas including: the effectiveness of communications with parents and families, user satisfaction of the Daily Brief e-newsletter, marketing initiatives and the performance of the university website.

Assessment of the Parent and Family Bulletin as a tool for communicating with parents and families exceeded expectations. The Office of Communications sent a 9-question survey designed to determine the effectiveness and satisfaction of the communication tool to readers in the April 2021 newsletter. The data revealed 91% of respondents received their campus news through the Parent and Family Bulletin. The majority of respondents indicated the emailed newsletter is the preferred communication method, are very satisfied with the overall content (66.45%), feel it is important to them (60.20%), and agreed or strongly agreed the issues covered are important topics to parents (86.84%). The survey had an 8.51% response rate (i.e., 304 responses from 3,569 subscribers) which did not meet the established success criteria of 33%. In response to feedback received, the monthly newsletter will include more information on campus life, clubs, student activities, athletics, and local or borough events for families and students in 2021-2022.

Assessment of user satisfaction of the Daily Brief revealed 90% of respondents were Satisfied, (51%) or Very Satisfied (39%) with the Overall Quality of the Daily Brief exceeding the target goal. University Relations distributed an 8-question survey designed to determine user satisfaction of the Daily Brief e-newsletter April 15, 19 and 26 through the Daily Brief and by email. Success criteria was set at a 33% response rate with an average rating of Somewhat Satisfied or higher completed. The survey had a 24.5% response rate (i.e., 234 responses from 955 employees). The success criteria of a 33% response rate was not achieved. However, nearly all readers (97%) report being somewhat satisfied, satisfied, or very satisfied with the overall quality of the Daily Brief. Based on these numbers, the success criteria of an average rating was achieved. While the majority (72%) are satisfied with the submission of articles, eleven people (6%) reported being either somewhat dissatisfied, dissatisfied or very dissatisfied with the submission process. To improve user satisfaction, University Relations increased the word limit to 250-300 words from 100 words and created a new submission form. The Office of Information Technology will implement these changes in the Ingeniux content management system, making the newsletter responsive and resizable before June 30, 2022.

Engagement with student profile stories far exceeded targets for Fall 2020. The Office of University Marketing assessed engagement with current and perspective students and their parents and families by measuring the reach, impressions, and actions of three new stories and six student profiles each semester. Marketing was successful in producing the recommended number of photo and video profiles of students for the website and social media. The student profiles far exceeded targets in the Fall 2020 semester, with the most successful post earning a reach of 12,036, 13,070 impressions and 669 engagements. The student profile posts in Spring 2021 were somewhat less successful, and most fell short of the reach and impression goals. The Office of University Marketing will continue to develop and share student profile stories on KU's website and social media. To encourage more engagement (which leads to more impressions and higher reach), the marketing department will experiment with different approaches to social media captions, as well as including appropriate hashtags and tagging other KU accounts throughout the 2021-22 academic year.

The Office of Web and Digital Media increased the awareness of the university and programs by improving the performance of the website in organic search engine results. The July 2020 SiteImprove average DCI score of 71.5 increased to 78.3 by Sept. 23, 2021. The SiteImprove overall SEO score of 74 increased to 74.7. The Office of Web and Digital Media will continue to increase these scores, by 3.3 points before June 30, 2022, working toward reaching the industry benchmark Search Engine Optimization (SEO) score, by reviewing, analyzing, and addressing issues (e.g., mobile, technical, content, user experience) identified within SiteImprove.

AUAC Annual Report 2020-2021 Recommendations

-Administrative Units should submit their annual assessment reports to their Vice-President. The division Vice-Presidents should create an annual report for each division that highlights the use of assessment data to make changes or improvements. There could be a requirement for a physical or digital signature by supervisors on the template to increase administrative buy-in and participation.

-Update process to upload reports directly to Nuventive.

-Better align the annual assessment report process to the Administrative Program Review process (for example, at the beginning of the self-study process, units should receive appropriate reports from Nuventive.).

-Institute a regular Administrative Assessment Day with a combination of outside speakers and KU speakers sharing their assessment results. Identify the skills and competencies needed for staff involved with assessment and then plan professional development activities to build those skills/build assessment capacity.

-Develop a manual or “companion guide” to the template that provides clear instructions for the assessment template. Information, instructions, type of assessment methods/measures, multiple examples, how to plan for assessment activities to support program review, etc.