**Arkansas Tech University**

**Division of Student Affairs**

**<Insert Title of Assessment>**

**Departmental Mission Statement**

<Insert departmental mission statement here.>

**Intent of the Assessment**

<Describe the purpose of the assessment here>

Example: The Student Strengths Inventory – Continuing Student Study was designed for students who have completed at least their first year of college. The Study provides campuses with information regarding the following data:

* Student’s perceptions of their own non-cognitive state which can illuminate programmatic intervention opportunities
* Student’s academic self-efficacy through reflection
* Student’s off-campus support networks & their levels of assistance

**Design**

<Describe how you designed and administered the assessment>

Example: In the spring 2018 semester, a survey was sent to 1911 ABC University students who had completed at least 1 year of college study. Students may not have qualified based on high school or AP/IB equivalency credits alone – they must have completed 1 full year in the college environment at ABC University. The survey was open February 4-25, 2018. In addition to the initial e-mail, students were sent 2 reminders via e-mail. A total of 125 students completed the survey, for a response rate of 6.54%.

**Key Findings**

<Describe your key findings from the assessment>

Example: ABC University students in XYZ program were less likely than their peers not in the program to:

* + Be confident in completing their college general education courses with a B or better.
  + Avoid novel experiences.
  + Be confident in maintaining a B average in college.
* ABC University students in XYZ program were more likely than their peers not in the program to:
  + Have interacted with 1 or more of their professors outside of class.
  + Belong to 1 or more campus clubs or organizations.
  + Have most of their friends attend this college/university.

**Recommended Actions**

<Knowing these key findings, what will you do within your department, the division, or at the university moving forward?>

Example: The fact that our students reported lower findings of self-confidence in completing their college general education courses with a B or Better and maintaining a B average overall in college is interesting. Through this finding, the Director of Retention will strongly encourage IDS 101 Freshman Seminar Instructors to include more emphasis on academic self-confidence in the course. This lack of academic self-confidence will also be shared with the academic success programs staff within the counseling center.

Our students identified many areas of their college experience that showcase many features that should be maintained. The support & encouragement from faculty & staff is evident in the above national benchmark ratings. Possible groups to further review this report and a link to the entire data set, to continue telling our positive stories & continuing to successful in our efforts with sophomores through seniors include the academic advising center, student involvement center, and career services office.

**Conclusion**

<Provide a short summary of the assessment report. Include any limitations of the study.>

Example: This report provided information about our students in regards to their **perceptions** of their behaviors, self-confidence, on- & off-campus support networks, & levels of assistance. This summary provides a limited view of data. The generalizability of the report is limited by the response rate of just over 6%. The report, though, provides a good snapshot of the student perspectives regarding their attributes & attitudes in choosing to continue at ABC University as well as some action items to improve the student experience. The report & its corresponding data set will be useful to several standing University committees & departments in moving forward & highlighting their successful accomplishments.

<When completed, please submit this form to [bbruner@atu.edu](mailto:bbruner@atu.edu)>