The Dean of Students Office provides exemplary student services and opportunities grounded in ethical and moral principles. As a component of Student Affairs, the Dean of Students Office collaborates and shares responsibilities with other members of the university community to enhance student learning and support student success. The department assists, develops, and educates students through organizational advising; leadership programs; emergency services; legal services; alcohol and drug intervention efforts; and by responding to student complaints and allegations of student conduct violations.

**Outcome 1:**
In Method 1 of Outcome 1, the data reflects a 6% increase (from 94% (N=17) in Fall 2017 to 100% (N=13) in Fall 2018) of the number of respondents who reported the emergency funding helped them to complete the semester they received the services. The Fall 2017 satisfaction survey data reported 94% (N=17) of the 18 students who responded to the survey said the emergency funding helped them complete the semester; 88% (N=15) “Strongly Agreed” and 12% (N=2) “Agreed.”

**Outcome 2:**
In Method 1 of Outcome 2, the satisfaction survey about advising showed improvement from 95% (N=18) in FY18 to 100% (N=7) in FY19. Partial implementation of the action plan item to create a marketing plan in order to improve outreach by the organization helped to improve satisfaction with advising. The action plan item was partially implemented by Leadership Institute staff who worked closely with the Student Leadership Board to ensure marketing was included with the Leadership Institute. This assistance with marketing received good feedback from survey respondents reflecting improved satisfaction with advising.

Method 2 of Outcome 2 assesses the Student Leadership Board’s two executive officers who have the greatest connection (and hold the only two paid positions with required office hours) to the office to conduct this assessment. Both student leaders observed for FY18 progressed from the Coordinator leadership skill level to the higher leadership skill level of Organization Veteran. Therefore, 100% (N=2) of student leaders observed achieved the target of 70% of student leaders moving from one leadership skills level to higher leadership levels between the Fall and Spring semesters. By comparison, the target has been achieved in the previous two years, but with only one student leader observed consistently for each semester due to changes in leadership of the organization (e.g. student leader stepping down from their position due to challenges or other commitments). The improved marketing that was implemented in response to the action plan item likely contributed to having a more consistent group of student leaders to observe.

**Outcome 3:**
In Method 1 of Outcome 3, the achievement target of the average GPA of 2.75 for the students who are members of fraternity and sorority-affiliated chapters advised by the DOS Fraternity and Sorority Life staff was exceeded in FY19 reaching 2.90 GPA.

Method 2 for Outcome 3 was achieved in FY19, with average of 85% of chapters (N=22) achieving an overall chapter GPA of 2.50 or higher for the year, significantly higher than the target of 65%.

The strategies used to improve academic performance for fraternity and sorority affiliated students and their chapters continue to be effective as long-term solutions. An Action Plan item called for staff to collaborate with other university departments to identify new strategies to detect fraternity and sorority members who may need additional academic support earlier in the academic year. The FY19 results indicate that these additional strategies were successful.

Fraternity and sorority council executive officers implemented new approaches to working with chapter scholarship representatives to provide support and resources to chapters, including the Fraternity and Sorority Life academic resource manual. Further development of scholarship programs within the councils for chapters will continue in FY19. In addition, Fraternity and Sorority Life provided a resource library on the Fraternity and Sorority Life website to further assist individuals and chapters identify academic resources available to them throughout campus. The results show the effectiveness of providing appropriate data to the governing councils and chapters in an effort to inform intervention strategies and help identify chapters and individual members who may need more assistance or resources to improve academically.
The action plan for FY20 to improve the Dean of Students Office services includes the following:

Outcome 1:
1. After seven class days of making the disbursement request, Student Emergency Services staff will send an email confirmation to the students who receive emergency funding to determine whether the funds have been received. This will begin no later than September 1, 2019.

Outcome 2:
1. Leadership Institute staff members will expand use of the Student Leadership Skills Rubric (based on Carsten’s Matrix of Student Employment) to include two additional executive officers of the Student Leadership Board. Final evaluations will be concluded by May 1, 2020 (with mid-year evaluation completed by December 15, 2019).
2. Leadership Institute staff members will work with the Student Leadership Board Executive Officers to conduct a needs-assessment by October 1, 2019 to ensure programming aligns with student/organizational needs.

Outcome 3:
1. Fraternity and Sorority Life staff will continue to provide new strategies to help improve academic performance of fraternity and sorority-affiliated students and overall chapter academic performance. Strategies will include staff providing resources to chapters and governing councils; meeting with chapter presidents to discuss academic standards; increasing incentives for chapters that improve academic performance; providing assessments or tools to chapter executive officers that identify students who may need more academic resources; and collaborating with university departments to provide fraternity and sorority-affiliated students with opportunities to engage in existing academic support services. Initial strategies from collaborations with governing councils and departments will be developed by November 1, 2019, but collaborations will continue throughout the year.
2. Fraternity and Sorority Life staff will collaborate with other university departments to develop new strategies to identify Fraternity and Sorority Life members who may need additional academic support earlier in the academic year. Fraternity and Sorority Life staff will also track academic progress of fraternity and sorority-affiliated students more frequently. Initial strategies from collaborations with governing councils and departments will be developed by November 1, 2019, but collaborations will continue throughout the year.

Students who obtain assistance from Student Emergency Services in the Dean of Students Office achieve academic persistence as indicated by the completion of the semester they receive the services.

Outcome 1 - Method 1
Students who receive funding assistance from Student Emergency Services in the Dean of Students Office will be sent an electronic survey at the end of the semester they receive the assistance. At least 50 percent of the students who respond to the survey will report that emergency funding helped them to complete the semester they received the services.

Outcome 1 - Method 1 - Result
At the end of each Fall semester a satisfaction survey about emergency funding assistance is emailed to students who receive this service. This assessment method has been used since the Fall 2017. In the Fall 2018 semester, 13 students responded to the satisfaction survey. Of those respondents, 100% (N=13) indicated the emergency funding helped them complete the semester; 77% (N=10) “Strongly Agreed” and 23% (N=3) “Agreed.” These results achieve the target of at least 50% of the survey respondents will report that emergency funding helped them to complete the semester when they received emergency funding and exceeded the target by 50% respondents.

Outcome 1 - Method 2
Within 15 business days after grades are posted at the end of the fall semester, Student Emergency Services staff will review transcripts of students who receive funding assistance from the Dean of Students Office during that semester. Transcripts will show at least 50 percent of students completed the semester they received emergency funding.

Outcome 1 - Method 2 - Result
At the end of each Fall semester Student Emergency Services staff reviewed transcripts of students who received emergency funding assistance during that semester. This assessment method has been used since the Fall 2017. After a review of the transcripts from the Fall 2018 semester, it was determined that 100% (N=38) of the students who received emergency funding completed the semester. These results achieve the target of at least 50% of transcripts will show at least 50 percent of students completed the semester they received emergency funding and exceeded the target by 50% respondents. This data reflects the self-reported data from students in the satisfaction survey emailed to students each semester, which confirms emergency funding assistance contributes to student persistence and helps to retain students.

Outcome 2
The Dean of Students Office advising services provides leadership development to the Student Leadership Board as indicated by student leaders, such as executive officers and committee chairs, and as observed by staff advisors.

Outcome 2 - Method 1
All student leaders of the Student Leadership Board will be given surveys the first week of April each year. The survey will rate the student leaders’
satisfaction with the advising services. At least 70 percent of the survey respondents will be satisfied with the services.

**Outcome 2 - Method 1 - Result**

This method was implemented in FY15, making these results comparable for five years. According to the method, a survey was to be administered to the officers of the Student Leadership Board during the first week of April, but it was not distributed at that time as the meeting was changed to an organizational social and celebration. The assessment was electronically sent to executive officers and paid members in late April. It was distributed to 18 individuals and received from 38.9% (N=7) of respondents. FY18 yielded a much higher response rate when time was carved out during a general meeting, so Leadership Institute staff/advisors plan to return to this process in the next academic year and ask membership to complete an electronic survey via Qualtrics during a scheduled meeting. The FY19 survey results showed 100% (N=7) of respondents reported satisfaction with advising. The target of at least 70% of respondents being satisfied with advising was achieved and exceeded with 100% (N=7) of respondents reporting being “Satisfied” or “Very Satisfied.”

Leadership Institute staff intend to be more intentional in providing advising to the executive officers of the Student Leadership Board beyond the top two positions, and will have a more visible role in the orientation of the new Executive Board. As part of the FY18 action plan, advisors and outgoing executive officers had created position-specific training tools in the form of transition guides for executive officers. While these were well-received, advisors plan to also meet individually with each officer to ensure they understand their role, are aware of resources available to them, and to establish a personal connection with advisors to facilitate better communication throughout the year.

Other areas of focus for the organization, based on results from the end of year survey, will be conducting a needs assessment at the beginning of the year to align programming to student/organizational needs, and more opportunities for the Leadership Institute and Student Leadership Board to collaborate/partner on events.

**Outcome 2 - Method 2**

Advisors of the Student Leadership Board will observe the leadership development of the Student Leadership Board student leaders throughout the academic year based on a rubric from Casten’s Matrix of Student Employment, which includes three areas (nuts and bolts, people and places, and personal skills) and a five-level scale starting with Member = 1, Volunteer/Contributor = 2, Coordinator = 3, Organization Veteran = 4, and Visionary = 5. At least 70 percent of student leaders observed will achieve growth of their leadership skills by mastering all three areas of one level and progressing to the next level from the fall semester to the spring semester.

**Outcome 2 - Method 2 - Result**

Beginning in Fall 2014, the Student Leadership Board Executive Director and Co-Executive Director were assessed using Carsten’s Matrix of Student Employment. The executive officers are notified of the assessment at the beginning of the academic year, and they are required to meet with advisors at the end of their first semester (late November/early December) and again at the close of the full calendar year (April). This rubric includes three areas: “Nuts and Bolts;” “People and Places;” and “Personal Skills.” These areas are rated using the following scale: Member (1), Volunteer/Contributor (2), Coordinator (3), Organization Veteran (4), and Visionary (5). This rubric has been utilized for five academic years providing four years of comparable data. The Student Leadership Board assesses the two executive officers who have the greatest connection (and hold the only two paid positions with required office hours) to the office to conduct this assessment.

The Executive Director of the Student Leadership Board averaged at a 3.67 score for fall 2018, which would fall at the Coordinator level of Carsten’s Matrix of Student Employment. During this assessment, advisors and the officer discussed goals and area of improvement for the following semester. In spring 2019, the executive officer averaged at 4.25 score, falling in the Organization Veteran level, and showing improvement by 0.58 points, which meets the target.

The Co-Executive Director of the Student Leadership Board averaged at a 3.33 score for fall 2018, failing at the Coordinator level. Advisors and the officer discussed areas of strength and opportunities for growth to focus on for the next semester. In spring 2019, the executive officer averaged at 4.08 score, falling at the Organization Veteran level and showing improvement by 0.75 points, which meets the target.

Using Carsten’s Matrix, leadership development of the Student Leadership Board met the target in FY19 with the observed student leaders mastering all three areas of one level and progressing to the next level within the academic year.

The Student Leadership Board officers were given the rubric for a personal assessment at least one week prior to their meeting with the advisors. The students used the rubric to assess their development as a result of their involvement with the Student Leadership Board and the advisor also used the rubric to assess the students’ development. The students met individually with the advisors to share their own ratings and to hear the advisor’s ratings. The student was required to provide examples of how they met the levels for each area. Once all three areas of the rubric were reviewed, areas for further growth and development were discussed with the student. At the end of the meeting, an average rating based on the responses from the student and advisors were recorded.

The results indicate that the students experienced growth in their leadership skills, and that discussions about areas for growth and improvement during the fall semester were fruitful as they prepared for the spring semester. Based on the success of this assessment and conversations about
goals and strategies to improve, we learned that we should connect with our executive officers earlier in the fall semester to discuss expectations and provide support for their individual roles within the organization. We found it helpful to have the student and the advisors provide specific examples that place them in each level to maintain consistency between the student and advisor’s assessment. We also had better results and comparable data for FY19 because in both FY18 and FY17, the organization experienced a change in leadership for the Co-Executive Director position. This led to our FY18 action plan of creating a mid-year orientation for new officers joining the Student Leadership Board in the spring semester. An orientation/training was conducted in conjunction with the spring retreat for both new and returning members. In addition to challenges faced by the organization due to a change in leadership during the previous two years, this turn-over only allowed us to track the results and growth of one of the executive officer positions. Because these conversations around growth and goal setting have been beneficial for the student leaders, advisors plan to expand this process to two additional executive officers with the Student Leadership Board.

**Outcome 3**

Students who are members of Greek-affiliated chapters advised by the Fraternity and Sorority Life staff in the Dean of Students Office improve their academic performance.

**Outcome 3 - Method 1**

After grades are posted at the end of the fall semester, Fraternity and Sorority Life staff will review the GPA report from Information Technology. The average GPA of the students who are members of Greek-affiliated chapters advised by the Fraternity and Sorority Life staff in the Dean of Students Office will increase from the current average GPA of 2.65 to 2.75.

**Outcome 3 - Method 1 - Result**

Grade information was obtained from the Student Affairs MAKO database for all students who participated in fraternity and sorority affiliated chapters advised by the Fraternity and Sorority Life staff in the Dean of Students Office for each fall semester in FY19. Data for each student was utilized to calculate averages for each of the organizations advised by staff in both long semesters. In FY19, the average for 1,770 students was a 2.90 GPA. Therefore, the target to increase the average GPA of fraternity and sorority affiliated students from 2.65 to 2.75 was achieved in FY19. Results revealed that the all-fraternity and sorority member average for the fall semester was 0.15 above the target level.

By comparison, the target (to increase the average GPA of the students who are members of Greek-affiliated chapters from the current average GPA of 2.65 to 2.75) has been achieved four years since FY15. In FY18 the average GPA of 2,463 students was 2.87; in FY16 with a 2.69 GPA average of 2,674, in FY15 with a 2.66 GPA average of 2,498, and in FY14 with a 2.60 GPA average of 2,279. In FY17 results were 0.11 below target while FY16 results demonstrated an increase of 0.04 in the fall above the target average GPA. FY15 results exceeded the target by 0.01 in the fall.

From FY14 to FY19, the resulting GPA averages indicate that the strategies used to improve academic performance are still effective. However, chapter officers may need additional guidance in utilizing the resources and assessment data provided. Fraternity and Sorority Life staff provides appropriate data to chapters in an effort to help identify members who may need additional assistance or resources to improve academic performance. Staff met with chapter presidents to provide guidance on assisting members who are not meeting organizational academic standards. In addition, the governing councils provide resources, support, and incentives to chapter officers in charge of each organization’s scholarship program through semester roundtable meetings and individual chapter meetings. Councils and staff also worked to collaborate with other university departments to provide resources and assistance to chapters and individual fraternity and sorority affiliated students throughout the year such as the PACE Center, the Brilliant Bobcat sessions, and utilizing SLAC services. For FY19, Fraternity and Sorority Life staff will continue to work with other university departments to develop strategies for gaining additional data and to assist chapter officers in utilizing assessment data to revise chapter scholarship programs.

**Outcome 3 - Method 2**

After grades are posted at the end of the fall semester, Fraternity and Sorority Life staff will review the GPA report from Information Technology. The percentage of the Greek-affiliated chapters advised by the Fraternity and Sorority Life staff in the Dean of Students Office that achieve the current chapter average of 2.50 GPA will increase from 56 percent of chapters to 65 percent of chapters.

**Outcome 3 - Method 2 - Result**

In FY19, the target to increase the percentage of chapters who achieved an overall chapter average GPA of 2.50 or higher from 56% of chapters to 65% of chapters was met. In FY19, the fiscal year average percentage of chapters that achieved an overall chapter average GPA of 2.50 or higher was 85% (N=22).

Method 2 was established in FY14 making the FY19 results comparable to four years of data. By comparison, in FY 17 63% (N=22) and in FY16 73% (N=37) of chapters achieved the target GPA with 64% (N=23) in FY15 and 56% (N=19) in FY14.

The results indicate the strategies used to improve academic performance are effective. However, chapter officers may need additional guidance in
utilizing the resources and assessment data provided to achieve more consistent academic achievement from semester to semester. Staff met with presidents from each chapter throughout the semester, which included assistance in developing strategies to improve academic achievement. Staff continued providing the resource manual distributed in FY15. Also, staff continued to work with the four governing councils in establishing strategies to expand resources and assistance for chapters throughout the academic year, in addition to enhancing accountability for chapters who are not meeting academic standards. In FY19, work with the governing councils continued to focus on providing resources and support to chapter officers in charge of organizations’ scholarship programs through semester roundtable meetings and individual chapter meetings, to further develop academic plans for students and chapters that may need additional assistance. Councils and staff also worked to collaborate with other university departments to provide resources and assistance to chapters and individual fraternity and sorority affiliated students throughout the year. For FY20, Fraternity and Sorority Life staff will continue to work with other university departments to develop strategies for gaining additional data and to assist chapter officers in utilizing assessment data to revise chapter scholarship programs.

At the end of the fall semester in FY19, grade information was obtained from the Student Affairs MAKO database for all students who were members of fraternity and sorority affiliated chapters advised by the Fraternity and Sorority Life staff in the Dean of Students Office. Data for each student was utilized to calculate averages for each of the organizations advised by staff in each fall semester.

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<td>Outcomes Approved Level 2</td>
<td>Joanne Smith (js14)</td>
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