Division of Technology Services

University of Wisconsin-River Falls Co-Curricular Assessment Plan

Office/Department: Division of Technology Services
Program Being Assessed: DoTS Student Employment Program Assessment Plan
Division: Technology Services
Division Unit: Professional Services
Plan submitted: 9/9/2019

Division of Technology Services Mission Statement

The mission of the Division of Technology Services is to enable teaching, learning, and the university experience using technology.

Technology Services works to support the University’s three strategic planning goals.

Our student employment program supports Distinctive Academic Excellence through a supplemental program designed to prepare students for real-world careers in their chosen field of expertise. The program allows for 1-4 years of professional workplace immersion. Skills that are gained include: professional writing, troubleshooting, customer service, critical thinking, managing stress, and other non-academic, but equally important career readiness skills.

DoTS supports Global Education and Engagement through several initiatives. We strive to engage and employ students from many countries. Since the year 2000 we’ve employed students from all populated continents and dozens of countries. We embrace diversity in all forms and take pride in our student employee’s differences, whether that’s sexual orientation, religious affiliation, differing ethnic, or socioeconomic backgrounds.

DoTS actively develops relationships and partners with academic and non-academic departments to ensure the most applicable technology is available for use. Supporting Innovation and Partnerships best defines what we, as a division, see as a primary job function to ensure the best possible solutions are provided.

To read more about DoTS and our mission see: The Office of the CIO
Student Employment Learning Outcomes

Narrative:

DoTS employees 40-60 student technicians during the academic year, maintaining around 20 over the Summer and Winter terms. The program has existed over 10 years with non-CSIS students making-up the bulk of our program. Our students are taught to apply critical thinking and creative techniques to real-world problems. Graduates routinely acquire IT-related positions following their employment, regardless of major. We strongly believe the skillsets our students acquire while working at DoTS gives them a significant advantage over their peers graduating from the same programs.

The following outcomes are measured and used to show the value of our co-curricular student employment program. Following the introductory data collection, benchmarking exercises will begin. Outcomes 1 + 3 will be measured using a 1 – 3 maturity scale as explained in the scoring rubric located in the appendices. Plotting these numbers over time will allow for ongoing monitoring and correction when needed. The plotted data should show consistent measures, a drop in the average would prompt corrective actions. Outcome 2 will be measured as the percentage of non-IT majors to IT careers following graduation. This number will potentially show the value of the acquired skillsets while working for DoTS, reinforcing the combined value of a liberal arts education alongside the experience of working in a real-world IT organization.

Learning Outcomes

1. The student will be able to accurately describe their learned skills and job duties during a professional interview.
2. The student will be able to procure a job in the IT career field following graduation, regardless of major
3. The student will be able to apply troubleshooting methodologies to resolve complex issues.

In Support of the UWRF Strategic Goals

1. Student will be able to accurately describe their learned skills and job duties during a professional interview.
   a. This outcome supports the goal of Distinctive Academic Excellence giving students an opportunity to practice the skills necessary for a successful interview. Understanding the real-world implications of the interview process encourages a culture of active learning.
   b. We work closely with Career Services to ensure students get the necessary assistance building their resume and online persona and encourage student employees to go through the Career Services mock interview exercise.

2. Student will be able to procure a job in the IT career field following graduation, regardless of their major.
   a. This outcome supports the goal of Distinctive Academic Excellence by ensuring our program meets the professional expectations set by industry. As a
supplement to our traditional majors, this program allows for our students to enter the professional workforce with not only a degree in their chosen field, but additionally, 1-4 years of real-world IT experience. This applies to all majors, not just computer science.

b. We work closely with Career Services to ensure students get the necessary assistance building their resume and online persona.

3. Student will be able to apply ITIL best practice troubleshooting methodologies to resolve complex issues.

   a. This outcome supports the goal of Distinctive Academic Excellence through the development of critical thinking skills. Students ending employment will be able to apply a structured methodology to unstructured or complex issues.
   b. A base understanding of the IT Infrastructure Library (ITIL) and the processes around incident management. See appendices for information on ITIL.

Student Employment Learning Activities

The following activities support the learning outcomes listed above.

1. A student will be able to accurately describe their learned skills and job duties during a professional interview.

   a. Repetition of duties reinforces the understanding of job duties
   b. Collaborative work with subject matter experts allows for deeper understanding of more technical aspects of assigned duties. This allows students to better articulate the systems and processes with which they work.
   c. A robust body of knowledge is available in the DoTS Knowledge Base. The students are taught to reference the knowledge articles for solutions. The reference material enhances the student’s knowledge of the systems they support.
   d. An annual mandatory training focusing on customer service delivery methodologies is provided. An emphasis is put on the value of the learned skills. References are made to Career Services as a resource for resume building.
   e. A document containing samples of technology skill write-ups is provided as reference material for resume building and interview prep.

2. A student will be able to procure a job in the IT career field following graduation, regardless of their major.

   a. As students get closer to graduation, regular interview coaching/resume building is provided
   b. Professional references are provided when warranted. Students are asked to request before providing on a job application.
   c. Flexible schedules for student internships or summer work.

3. A student will be able to apply troubleshooting methodologies to resolve complex issues.

   a. Troubleshooting training is provided to new/returning students
   b. Linked-in Learning provides opportunities for student employees to engage in self-paced trainings while working
   c. Repetitive troubleshooting reinforces critical thinking and unique solutions.
Instruments for Assessment of Activities

The following shows both direct and indirect assessments of the program and associated instrumentation for data collection.

1. Student will be able to accurately describe their learned skills and job duties during a professional interview

a. Direct assessments:
   i. A graded mock interview question during the exit interview asking, “Please talk about your current position and what you do in your role?”
   ii. The grading mechanism is objective and relies on the following rubric for grading (maturity rated on a 1-3 scale with 3 being the highest rating:
      1. Limited or weak explanation of duties, “I answered calls, helped people, created tickets, sat up front, cleaned, etc...”
      2. Captured the essence of the job, but at a minimal level, improvement needed, EXAMPLE: “I worked at the helpdesk, took calls and helped people with computer problems, escalated tickets to other groups, used the knowledge base, etc...”
      3. Accurately and specifically described the work and associated technologies, EXAMPLE: “While at DoTS I provided technical assistance to a campus of over 5000 students and 1000 faculty staff. We provided tier 1 support using many toolsets including an IT Service Management tool (TeamDynamix), remote connection software, a learning management system, etc... I was able to improve my professional writing and communications skills through hundreds of emails and phone calls. Our positions were self-directed, relying heavily on the knowledge base I helped maintain.”

b. Indirect assessments:
   i. Outcome one, is assessed through a question administered to graduating students at the end of each fall and spring semester
   ii. Semesterly evaluations are completed. During these evaluations, student employees are coached and allowed time for feedback. Feedback is collected using the Knowledge Centered Support methodology. This methodology allows student employees access to an always-available feedback mechanism. This feedback is reviewed weekly during a preset IT Service Management meeting. Following review, the student employee either; has their feedback implemented OR is consulted and feedback addressed as resolved.

2. Student will be able to procure a job in the IT career field following graduation, regardless of their major.

   a. Direct assessments:
      i. Documented major of every DoTS student confirmed during the exit interview
      1. Recorded at time of exit interview
         a. Measuring what number (as percentage) place in any job within a semester’s time
b. Measuring what number (as percentage) place in an IT field
c. Measure what overall percentage of our student employees are graduated from IT/non-IT majors
d. Measure what number (as percentage) of non-IT majors go into the IT field post-graduation

2. Added to the Division of Technology Services Exit Interview Data Repository. Location cited in the appendices

   ii. A follow-up communication with our DoTS alumni asking, “where are you now?”
       1. At the time of exit interviews (semesterly) follow-up contact will be attempted via the medium specified by student during their exit interview.
       2. Added to the Division of Technology Services Exit Interview Data Repository. Location cited in the appendices

b. Indirect assessments:
   i. Outcome two, is assessed through a question posed to alumni following graduation. Question asked at the end of the following semester (EXAMPLE: graduate end of Spring, contact made end of Fall semester)
   ii. Social media connections allow for indirect assessment
   iii. Professional networks such as LinkedIn and HDI allow for indirect tracking of career paths.

3. Student will be able to apply troubleshooting methodologies to resolve complex issues.
   a. Direct assessments:
      i. Documented score following exit interview scenario
      ii. Critical thinking scenario posed to the student during exit interview
      iii. Scoring follows the

   b. Indirect assessments:
      i. Outcome three, is assessed through a scenario-based question.
      ii. Ongoing assessment is conducted throughout the student's career with Technology Services.
Assessment Process

The assessment process is defined as follows:

What is being assessed:

1. The student will be able to accurately describe their learned skills and job duties during a professional interview.
2. The student will be able to procure a job in the IT career field following graduation, regardless of their major
3. The student will be able to apply troubleshooting methodologies to resolve complex issues.

Assessment Period: February 2020 – August 2022
Data Reported: 2 Monday of September 2022

Responsible for Data Collection: Service Center Coordinator
Responsible for Continual Improvement: DoTS - Professional Services Associate Director

Process Steps:

• Annual Professional Services meeting with three Professional Services Student Supervisors and Associate Director to synthesize data and prepare report.
• After action review and changes to process documented and implemented.

Process Owner:

• Associate Director – Professional Services
• Data resides in spreadsheet format
• Data resides in the Division of Technology Services on-premise file storage directory

Modification of Process:

• Semesterly process review
• Tool, training, resource, process modification evaluated and modified annually

Repository:

• Linked from the DoTS webpage
• Hosted on the University’s Co-Curricular webpage
Appendices

The following links may point to data not publicly accessible, but available by request. This plan is available via the University’s Co-Curricular webpage

- **UWRF Co-Curricular Webpage:**
  [https://www.uwrf.edu/Administration/Provost/ProgramReviewAndAssessment/Assessment/Co-Curricular-Assessment.cfm](https://www.uwrf.edu/Administration/Provost/ProgramReviewAndAssessment/Assessment/Co-Curricular-Assessment.cfm)

- **Division of Technology Services Mission Statement:**
  [https://www.uwrf.edu/DOTS/ChiefInformationOfficer.cfm](https://www.uwrf.edu/DOTS/ChiefInformationOfficer.cfm)

- **Division of Technology Services Exit Interview Process**: Used for data collection and established follow-up connection method. [Exit Interview](https://www.uwrf.edu/DOTS/ChiefInformationOfficer.cfm) (need to be authenticated as a DoTS employee)

- **Division of Technology Services Exit Interview Data Repository**: Excel spreadsheet used to collect the data following exit interview: [Exit Interview Co-Curricular Data](https://www.uwrf.edu/DOTS/ChiefInformationOfficer.cfm)

- **Division of Technology Services Exit Interview Questions**: Used to prompt the student for assessment data: [Exit Interview Form .docx](https://www.uwrf.edu/DOTS/ChiefInformationOfficer.cfm)

- **Division of Technology Services Co-Curricular Data Spreadsheet**: Master data repository used to store all data related to the assessment: [Master Spreadsheet Co-Curricular Data](https://www.uwrf.edu/DOTS/ChiefInformationOfficer.cfm)

- **Division of Technology Services Assessment Grading Rubric**: [Rubric Assessment Measures Exit Interview.docx](https://www.uwrf.edu/DOTS/ChiefInformationOfficer.cfm)

- **ITIL – IT Service Management**: Used to measure our troubleshooting maturity (Outcome #3). ITIL, a professionally recognized certification scheme, provides comprehensive, practical and proven guidance for establishing a service management system, providing a common glossary of terms for businesses using IT enabled services.