

# Division of Student Affairs



HOBART AND WILLIAM SMITH COLLEGES



## Monthly Digest

February 2017

The purpose of the *HWS Student Affairs Monthly Digest* is to highlight achievements, successful programs, and describe assessment highlights offices and departments have accomplished over the past month. Submit a highlight via the assessment website

<http://studentvoice.com/hawsc/saasses>

In January, as our *Assesstivus* Keynote Speaker, Kimberly Yousey-Elsener conducted a workshop with directors on student learning outcomes and helped staff understand best practices for using data to inform practice.



## DIVISION HIGHLIGHTS

### Campus Safety

As a result of participating in the online Assessment course, Campus Safety staff created learning outcomes for their HWS Aware on-going workshop. The learning outcomes were tied to survey questions where participants had to both report their understanding and demonstrate their understanding of the materials. The learning outcomes are below:

As a result of attending the HWS Aware workshop, participants will be able to:

- Participants will be able to describe the types of emergency events that could occur on campus
- Describe who and how to call for emergency assistance on campus
- Review campus emergency notification delivery options
- List the steps required to update their personal contact information in PeopleSoft
- Describe student, faculty and staff active shooter response guidelines
- Demonstrate the run-hide-fight active shooter response components
- Review “unarmed” campus safety and armed law enforcement active shooter response guidelines
- Participants will be able to access HWS Emergency Action Plans (EAP’s) on the Colleges’ website

### Residential Education

In a joint collaboration between HWS and Keuka College, Residential Education staffs at each institution participated in a one hour workshop on effective assessment strategies. As part of the workshop, participants were asked to describe how they felt initially about assessment and results were displayed on-screen using Baseline Response.



To have participants feel as though assessment was not time consuming, the workshop focused on quick, one-minute assessment strategies that could be easily implemented in the future.

### Student Activities

106 students participated in the Colleges’ first AfterDark program of the Spring semester, a collaboration with Residential Education, ice skating downtown on a Friday evening!

### Intercultural Affairs

After listening to the stories students shared during last semester’ forum Immigration, Voices and Identities, the audience commented on the knowledge and /or understanding they would be integrating into their lives as a result of the presentation. The wordle (using Baseline’s Student Response) reflects their thoughts:



### William Smith Athletics



As part of the Peak Performance Plan (PPP), Rising Stars (high potential first year and sophomores) participate in a workshop titled *Communication: The Foundation of Become a First Follower*. The PPP includes personal and athletic development through the education and empowerment of women and coaches of female student-athletes.

### Residential Education: Alcohol & Other Drugs Prevention

The Social Norms team and Hobart mascot “Bart” offered students a chance to show off their knowledge about HWS’ student behaviors regarding the use of alcohol. Bart strolled through the Scandling Center, asking social norms questions to students passing by. If students gave the correct answer, they were given \$1. Bart gave out a total of \$50 during lunch!

**MISSION:** The Division of Student Affairs empowers students to become self-reflective world citizens by providing co-curricular learning opportunities to enhance student growth, skill development, and personal wellness. We foster an inclusive, diverse community in which students develop a commitment to service as they grow to a deeper understanding of the relationship between self and others.

## FEBRUARY ASSESSMENT CALENDAR

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
	First-Year Experience Survey					
19	20	21	22	23	24	25
	Online Assessment Course Module 3: Rubric Usage Live!					
26	27	28				

Before scheduling a survey, focus group, or other assessment project, please submit an assessment scheduling request to evaluate scheduling. We want you to maximize the information you receive by ensuring the calendar is free from other projects that may overload students. You may choose to use that form to also get proactive feedback from the Student Affairs Assessment Committee, which may include question review and method suggestions.

Join the  
I Can Do It:

Meaningful and Painless Assessment online course series!  
Simply log on to Canvas ([canvas.hws.edu](http://canvas.hws.edu)) and  
click **Student Affairs Staff Development** from your course listing!

### Preparing and Reflecting on Your Assessment

As Student Affairs cultivates a culture of inquiry and enhancement in offices and departments, consider these steps when preparing a survey, rubric, focus group, other assessment strategy.

#### **STEP ONE: Think about your method**

Is a survey the best option? Could you do an informal focus group, observations with rubrics, re-interviews, or reflective journals? Take a look at the Creative Assessment guide on the Student Affairs Staff Development page in Canvas for other ideas.

#### **STEP TWO: Plan your assessment**

Once you plan your assessment, make sure you're asking specific questions that will provide you the most relevant insight for the project. Plan a timeline and submit your Assessment Scheduling Request (<http://studentvoice.com/hawsc/saassess>) . If your request is submitted well in advance, we can ensure you're first on the schedule and, if you wish, the Student Affairs Assessment Committee provides feedback on your process.

#### **STEP THREE: Close the loop**

The Student Affairs Assessment Committee would love to not only hear about your results, but help you craft your results into an assessment highlight. You can also display your results in reports, campaigns, or key performance indicators. Lastly, we also want to hear what went well, what didn't, and what you learned from your assessment process. You can submit the Assessment Follow-Up Form to help provide us that feedback by visiting <http://studentvoice.com/hawsc/saassess> .