

Division of Student Affairs



Monthly Digest

January 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>

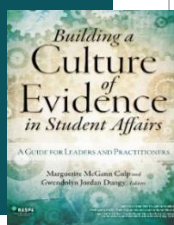
In a faculty and staff panel on LGBTQ+ identities, Skylar Kergil speaks to staff and students



Suggested Read

Looking to curl up with a good book over the holidays?

Check out *Building a Culture of Evidence* from NASPA.



DIVISION HIGHLIGHTS

Student Activities

As a result of participating in campus activities,

- **85%** of students reported meeting individuals with different interests
- **79%** reported acquiring skills and abilities that they will use after College.
- **81%** reported an increase in communication skills and a greater understanding of diverse perspectives.

(of students who took the NASPA Campus Activities national benchmark survey)

The survey was part of Student Activities' program review to evaluate ways to incorporate student feedback and continually create engaging events.

Residential Education

By attending the Residential Education Faculty Fellow event "Donut Stress About Registration" **79%** of students felt supported throughout the class registration process, compared to **67%** of students who didn't attend the event. Residential Education continues to work with Faculty Fellows on academic success programming, including a study tips program related to students' first final exams. Feedback for faculty fellows has been positive and Residential Education has a goal to increase from 2 fellows to 4.

Based on a Quality of Campus Experience survey:

- **84%** of first-year students knew of campus resources available to them.
- **82%** report having met new, lifelong friends on the residence halls.

Personal Empowerment

80% of students agree that their Peer Coaching experience helped facilitate their learning on course concepts. A new peer mentorship model will be implemented for Spring 2017 to increase the impact.

Course participant: *"I was skeptical at first. As a senior and someone with a profound amount of life experience for an average 22 year old, I didn't think this course had much to offer. Much to my surprise, this course provided a structure for me to follow on a regular basis that showed me my problem areas as well as helped develop healthy ways of thinking that inevitably impacted my attitude and relationships."*

Intercultural Affairs

As a result of attending the *Green Tea Connection* in collaboration with Environmental Studies this Fall, **96%** of students reported they gained a better understanding of how important it is for an HWS student to think critically of a social and/or environmental justice issue.

Campus Safety

As a part of a survey to first-year parents through Student Affairs, parents reported having **96.73%** neutral through extremely satisfied rating of on-campus safety and security (**85%** were moderately to extremely satisfied).

Student Affairs

As a result of attending the November staff development with Skylar Kergil, **93%** of surveyed participants reported being confident in their ability to identify their multiple identities and how they impact others and being able to listen to and re-state others' opinions. This is an increase from 70% in October.

Hobart Athletics

As part of a peer to peer leadership interview, senior Hobart Football captains reflected on their growth from first-year athletes (defining themselves as resistant followers) to senior leaders. They defined leadership as peer mentoring, engaging and encouraging respect, dialogue, and the ability to positively motivate underclassmen. Students applied concepts such as blame and responsibility, emotional regulation, and power mode to their role as peer mentors.

Residential Education: Alcohol & Other Drugs Prevention

During the Fall 2016 semester, each student who completed the BASICS program was sent a post-meeting survey 30 days after their last appointment. **82%** of respondents rated making a change in their drinking as important (6 or above on a scale from 1-10), **95%** rated their confidence level to make a change as confident (6 or above on a scale from 1-10), and all students were able to describe changes they have made in their drinking since completing the program (such as slowing down intake, counting drinks and stopping drinking all together).

Colleges-Wide

CCESL: CCESL organized donations across campus for the *Holiday Gift Project*, which provided warm clothes, toys, books, boots, and educational games to over 80 children in need at the local Head Start and Agri-Business Child Development.

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.

JANUARY ASSESSMENT CALENDAR						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10 Assessivus Conference!	11	12	13	14
15	16 Module 2: Creative Assessment Live!	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

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) 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> .