



## STUDENT LEARNING OUTCOME HIGHLIGHTS

### This digest...

This month's digest is designed to share assessment plans created by a variety of departments throughout the Fall 2017 semester. Some of the highlights below are part of on-going assessment planning, and some were Fall 2017 only (and, in those cases, we've reported results). All Campus Life department directors have access to our assessment software, Outcomes, to input learning outcomes and report their findings. Outcomes can be found at [www.hws.edu/outcomes](http://www.hws.edu/outcomes)

### Alcohol & Other Drugs Prevention and Treatment

**Learning Outcome:** "By participating in programs and services of the Office of Alcohol and Other Drug Prevention and Treatment, students will be able to articulate the Colleges' Medical Amnesty Policy."

**Assessment Strategy:** Students who attended *The Truth About Alcohol* were asked a series of questions to analyze their understanding of the Amnesty Policy after the presentation. The quiz was presented via Baseline's Student Response: 87% of students were able to successfully identify the process students go through via the Amnesty Policy.

**Feedback Loop/Use of Results:** We will continue to share information about the amnesty policy, and how cases involving amnesty have increased year to year as a result of education.

### Residential Education

**Learning Outcome:** "By holding a leadership position in Residential Education, students will be able to demonstrate effective leadership skills, including time management, problem-solving, team management, and communication skills."

**Assessment Strategy:** Through supervisor evaluations (which included direct, performance-based feedback), students were evaluated on community development, role modeling, conflict mediation, communication, teamwork, and administrative skills. 100% of staff meet or exceeded expectations (with 29% of student leaders exceeding expectations)

**Feedback Loop/Use of Results:** Further alignment of evaluation questions to the SLO would be helpful. In addition, creating an house manager evaluation and tying to the assessment plan is a potential opportunity.

### Intercultural Affairs

**Learning Outcome:** "By working in the office of intercultural affairs, students will be able to demonstrate transferable leadership skills."

**Assessment Strategy:** Student workers within the IC will undergo a mock career interview. During this interview, they will apply for a "mock job" and be asked questions about how their performance in their job prepared them for this "mock job." Interviewers will use a rubric to look for specific competencies. The student workers will articulate how their role prepared them for the workforce.

**Timeline:** Spring 2018 (on-going)

### Student Conduct

**Learning Outcome:** "As a result of participation in the student conduct process or educational programs, students will be able to evaluate positive and negative courses of action critically."

**Assessment Strategy:** After AOD conduct violations, students were given reflective assignments. The assignment used a national benchmarking rubric for decision-making and planning for future behavior. 77% of participants completing the assignment met or exceeded this outcome by reflecting on how their behavior has positive or negative outcomes and were able to indicate one course of action they would take to avoid negative consequences in the future. 96% either partially met, met, or exceeded expectations.

**Feedback Loop/Use of Results:** Find opportunities to increase reflection in all sanctions.

**Quick Tip:**  
**Using PollAnywhere**  
 While Baseline's Student Response (SR) is great for formative feedback, the online platform PollAnywhere also allows students to record responses using a smart device or text message and for the results to be displayed on screen. Unlike SR, responses can be individually analyzed at a later time, great for assessment purposes!  
 Oh, and it's free.

**CLICK HERE FOR MORE INFORMATION**

**MISSION:** The Division of Campus Life 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

Mon	Tue	Wed	Thurs	Fri	Sat
				12	13
14	15				
21	22	23	24		
28	29	30	31		

**There are no projects scheduled for January.**

The scheduling form can be found at <http://baseline.campuslabs.com/hawsc/saassess>

## STUDENT LEARNING OUTCOME HIGHLIGHTS (continued)

### Orientation

**Learning Outcome:** "As a result of participating in the orientation program, incoming students will be able to demonstrate a connection to the HWS community, including peers and campus resources."

**Assessment Strategy:** Two methods were used to assess this outcome: an exit ticket where students listed 2 or more opportunities to become involved on-campus (direct assessment) and a national benchmarking survey asking students their agreement with the statement "I met new people at orientation that I am still friends with" (indirect assessment). Of 387 responses, 77% of students were able to identify at least two specific clubs, organizations, or other engagement options they planned to investigate. 97% were able to identify at least one opportunity. In the Orientation survey, HWS students agreed with this statement at a 14% increase over other colleges and universities using the same survey.

**Feedback Loop/Use of Results:** An Orientation Visioning Committee has been established to capitalize on connecting students to peers and engagement opportunities, creating additional authentic connections which may contribute to retention.

### International Student Affairs

**Learning Outcome:** "As a result of active participation in International Student Affairs' programs and initiatives, students will be able to evaluate their pre-Colleges' attitudes and assumptions about mental health issues."

**Assessment Strategy:** Through one-on-one conversations, and using a rubric to evaluate responses, ISA will interview students to understand the perceptions of mental health in the student's home country in comparison to the U.S.

**Timeline:** Spring 2018 (on-going)

### Student Activities

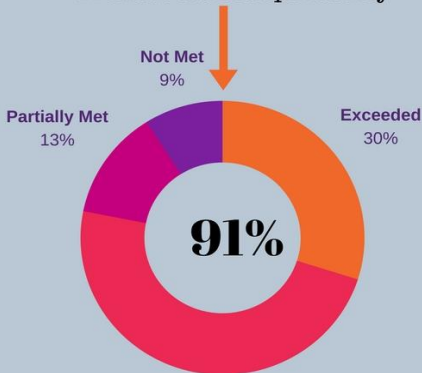
**Learning Outcome:** "As a result of being an orientation staff member, students will be able to create a transition plan for incoming first-year students."

**Assessment Strategy:** Orientation staff were asked to describe resources that they could offer students who were anxious or struggling academically via an "exit ticket" strategy. 94.52% of leaders met or exceeded the expectations.

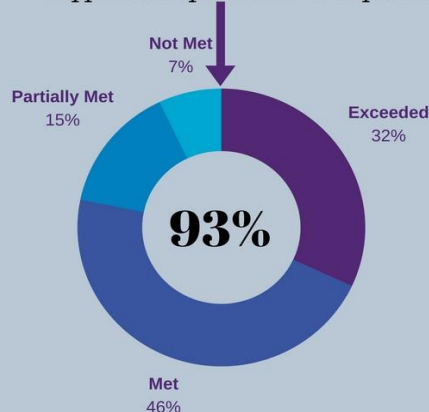
**Feedback Loop/Use of Results:** During the academic year, FY students can be asked if they continued to use their OL/OM as a resource.

## Learning Goal Dashboard

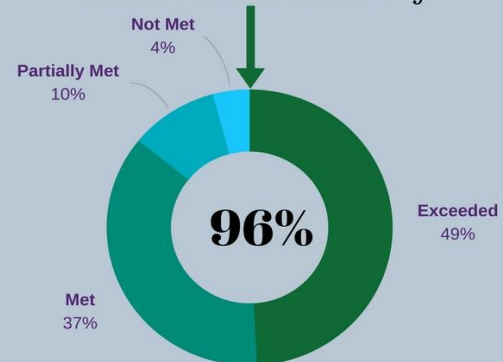
### Promote Civic Responsibility



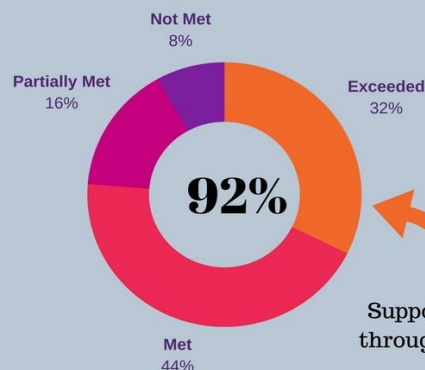
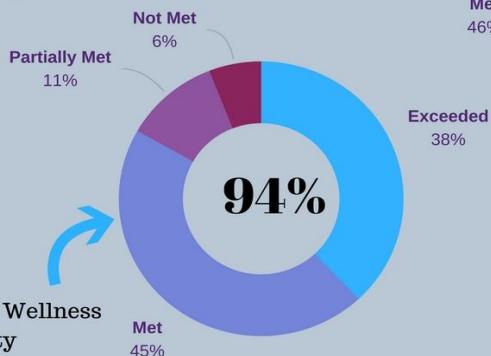
### Support Interpersonal Development



### Cultivate Intercultural Learning



### Foster Student Wellness & Safety



### Support the Academic Mission through Co-Curricular Learning

\* Percentages of students partially meeting, meeting, or exceeding expectations as reported in Outcomes, January 2018, based on contributing student learning outcomes associated with each Learning Goal