

Division of Student Affairs



HOBART AND WILLIAM SMITH COLLEGES

DIVISION HIGHLIGHTS

Student Affairs

↑ 22%

As a result of participating in the Courageous Conversations dialogue series, 82% of student affairs professionals reported feeling mostly or extremely confident in their ability to identify their multiple identities and how those identities impact and relate to other people; this is in comparison to 67% at the beginning of the yearlong series. This equates to a 22% increase from early Fall to Spring.

Monthly Digest

March 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/haws/saasses>

In February, as part of our Courageous Conversations series, David E. Jones facilitated a workshop on race, ethnicity, and tackling bias.



Residential Education

As part of the resident assistant selection process, participants engaged in a teamwork/group process activity to accomplish one goal as a team. After the activity, participants reflected on the strengths and areas of improvement of their individual performance and contributions to the team. The participants then completed the activity again; facilitators reported participants engaged using better communication skills and often completed the task with less group conflict.

Alcohol & Other Drugs

73% of students were able to remember the correct social norms statistic during a recent survey. The survey is designed to introduce students to a social norms fact (presented as a graphic) and then recall the fact at a later time.

Intercultural Affairs

For the Martin Luther King Jr. Commemoration Performance Lecture, attendees were asked what impact did this program have on their understanding of how the performing arts and social justice connect, and this was the word puzzle that was generated from their responses:

inspiring honesty **art** understand meaningful
broaden - **activism** term human ones valuable
islam promotes getting page inclusion mediums makes
provoking styles perspectives discussing opens raw
ways just genre **diverse** form encouraged
powerful **justice** thinking diff
deep **dance** refreshed
understanding poems connections
witnessed community speech talk **think** grabs
nonjudgmental lost everything quite prejudice **cool**
part frequently platform connects kind seldom
program feel last provide convey
performance knowledge talked **see** saw
personal **stereotypes** sense daily believe **new**
proactive language bring **creative** two disruption
much explained **activist** opened storytelling **way**
via **social** puts dialogue firsthand
standpoint power **now** diversity yes
perspective attention which forms performer
vehicle races **people** process movements
race put coming extremely really enjoyed vice-versus
started **impact** one open understood initially
immense approach change **art** fusion cultures
voices important **movement** class lot key express
subjects role truly incorporated work **loved**
performances significantly societal connected artistic
visual **workshop** knew bringing culture
learned rewarding variety drive **never** use
connect problems brought stage create **allowed**
verbally artists **event** **performing** occur
though feelings music critical also
different group introduced interesting
attending mixing exercises taught inspire **used**
completely engaging motivated other's intertwined
black exposed sentiment enabled **message** history
songs attention friends **thought** conversation
made always increased dramatic poem eyes
potentially world find interactions **realize** better
politics activity amazing scene using concerns **bethe**
activism dancers remarkable fear mind taking
embody amp **helped** dancer's environment
communicate impactful words **experience**
got forth like **arts** felt **issues** joy
artistry advocate **together**

Student Activities



The Office of Student Activities worked with clubs and clubs leaders to host the Presidents' Ball event on February 25. The event was a celebration of our students and a thank you to President Gearan and his family for their years of service to the HWS and Geneva communities. The night included an opportunity for student to walk the red carpet, a performance by President Gearan's Garage Band, and entertainment by Uptown Groove that had students dancing well into the night! This campus event was enjoyed by 600 students, faculty, staff, and guests.

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.

MARCH ASSESSMENT CALENDAR						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
				Intercultural Affairs External Review Team		
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
	Online Assessment Course Module 3: Rubric Usage Live! (Delayed from February)	Your First Year In College Survey (YFYC- National Benchmarking)				
		ResEd Staff/Faculty Theme House Advisor Feedback Survey				
26	27	28				
	Student Activities External Review Team					

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>.