



Division of Campus Life

DIVISION HIGHLIGHTS



Monthly Digest

The purpose of the Monthly Digest is to highlight achievements, successful programs, and describe assessment highlights offices and departments have accomplished over the past month. To submit a highlight, visit:

<http://tiny.cc/hwsassess>

Orientation

One of First Year Orientation’s learning outcomes is that students are able to identify specific opportunities for future engagement on-campus; for example, identifying an intention to join a specific club by name versus just “joining a club.” Post-orientation, students were given an index card and asked to identify three specific engagement opportunities. Of 387 responses, 77% of students were able to identify at least two specific clubs, organizations, or other engagement options they planned to investigate. 50% were able to identify three or more specific opportunities. 97% were able to identify at least one opportunity.

Campus Safety

As part of an Emergency Planning exercise, participants were given a competency quiz at the conclusion of the training, requiring them to articulate their understanding of the critical tasks for incident response and the emergency response levels at HWS. Participants who completed the assessment averaged 80% accuracy; feedback from the assessment helps presenters focus and adapt specific material in future presentations.

Intercultural Affairs

Intercultural Affairs launched its first Cultural, Global Awareness, and Social Justice Club Leadership Luncheon with Alums during Homecoming and Family Weekend. During the luncheon and conversation, representatives of all IC affiliated clubs and alums who had been members of the Women’s Collective, Sankofa, ASU, Pride, and HipNotiQs discussed topics such as conflict resolution among executive board members; the use of leadership skills as a tool for branding yourself; ways in which academic and extracurricular endeavors can be best combined, and the need to delegate responsibilities and mentor each other. 87% of the students who participated agreed that the program had allowed them to reflect on their role as student leaders, the importance of the interplay between leadership, life after HWS, and the need to learn how to best articulate their club’s mission on the HWS campus. The message of the connection between campus leadership endeavors and career paths endeavors was summarized by Morgan Hopkins WS’10, “I would not have the career I have now had I not been involved as a student leader at HWS.”

Center for Community Engagement & Service Learning

From our First Year Orientation Day Of Service, of 122 survey respondents, 80% agreed that the service project increased group connection and friendliness with their peers, and 98% said that involvement with service and the Geneva community something they would like to continue in the future.

Residential Education

Residential Education’s goal for resident assistants is that they will be able to accurately respond to campus emergencies and crises. ResEd staff used a rubric to observe new staff member’s adherence to protocol, sensitivity to the situation, and contacting resources. Prior to training, staff averaged 60% competency while after training, they averaged 86%. This connected to their training survey, where they 80% strongly agreed or agreed that they felt prepared for the RA role. Our goal is to increase competency and their self-report to both 90% for Fall 2018.

Alcohol and Other Drugs Prevention & Treatment

As a result of attending the “Truth About Alcohol” first-year session during Kaleidoscope, students (using a quick quiz via Baseline’s Student Response on their cell phones) were able to identify key components of the amnesty policy both in writing and quiz responses. 86% of students were able to articulate how amnesty is related to the conduct process, 84% were able to recall social norm facts, and 78% were able to recall facts related to alcohol as a depressant. The presentation is being evaluated to determine whether a large, auditorium style presentation is the best learning environment for this content.

LGBTQ+ Resource Center

As a result of attending SafeZone training, 75% of participants strongly agreed that they gained a better understanding of LGBTQ+ issues, with 99% agreeing or strongly agreeing to the statement. Participants self-reported their competency with creating a supportive campus environment for LGBTQ+ individuals at 74% prior to the training, and 92% post-training.

Counseling Center

193 HWS students have been seen for at least 1 visit at the Counseling Center this year, representing 8.5% of the total student body (based on last year’s enrollment numbers). This represents a 15% increase in the number of students seen for counseling by this time last fall, 2016.

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.

OCTOBER ASSESSMENT & UPCOMING EVENTS CALENDAR

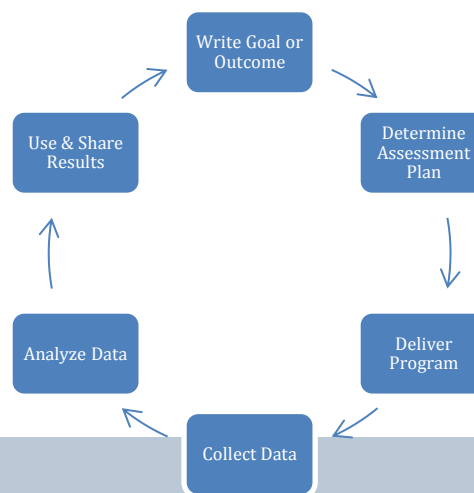
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5 Campus Life FY Parent Survey Opens	6	7 October Break
8 October Break	9 October Break	10 October Break	11	12	13	14
15	16	17	18	19	20 Campus Life FY Parent Survey Closes	21
22	23 NASPA Recreation Survey	24 NASPA Recreation Survey	25 NASPA Recreation Survey	26 NASPA Recreation Survey	27 NASPA Recreation Survey	28
29	30	31				

What is the Assessment Cycle?

Campus Life wants you to be thinking about using assessment as way to know you're achieving your goals and also incorporate feedback to better a program or service.

TIPS FOR SUCCESS

- **Use Google!** There's no reason to recreate the wheel.
- **Keep it simple.** There's no reason to feel like assessment is a burden. Good assessment answers the question: "How do you know?!"
- **Share your results.** Let others know about and learn from the assessment results you've collected!



Preparing and Reflecting on Your Assessment

As Campus Life 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. If your request is submitted well in advance, we can ensure you're first on the schedule and, if you wish, the Campus Life Assessment Committee provides feedback on your process.

STEP THREE: Close the loop

The Campus Life Assessment Committee would love to not only hear about your results, and help your draft how you could draft your results into an assessment highlight, and display your results in reports, campaigns, or key performance indicators, but 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.