

Division of Campus Life



Assessment Digest

The purpose of the Campus Life Assessment Digest is to highlight achievements, successful programs, and describe assessment highlights offices and departments have accomplished over the past month. All offices, regardless of whether they report to Campus Life, are welcome to share data! To submit a highlight, send your submission to barile@hws.edu.



Did you know?

According to data inputted by directors and connected the student learning outcomes, **92%** of students achieve the division's Supporting Inter/Intrapersonal Development goal at developing, achieving, or exceeding expectations.

DIVISION HIGHLIGHTS

Orientation

Over the past two years, the Office of Student Activities has worked closely with campus life and academic affairs partners to enhance Orientation by providing more opportunities for connection and assisting in the academic transition, such as preparing them for registration and the advising experience. For summer 2018, Orientation added online components, added an additional day devoted to faculty advisement and course registration, and added opportunities for teambuilding and personal connections. As a result of the added components (as compared with year one of the three year study), students participating in Orientation reported higher levels of:

- Being aware of resources (4.51 versus 4.11)
- Being aware of academic requirements (3.12 versus 2.68)
- An understanding of how academic advising works (3.10 versus 2.83)
- Having a clear understanding of registering for classes (4.08 versus 2.81)
- Meeting new people (4.47 versus 4.16)
- Developing friendships with peers (4.21 versus 3.89)

The survey corroborated direct assessments on knowledge of resources, ability to define empathy, and ability to successfully navigate PeopleSoft.

Intercultural Affairs

Intercultural Affairs provided an opportunity for first-year students to interact with peers, faculty, and staff as part of their open house.

Career Services

Career Services had **47** students attend their *Ready, Set, Go* workshop on in September, which was a direct effect of the Kaleidoscope sessions we held with first-year students. Career Services is grateful to partner with this Campus Life, Residential Education, and Student Activities! Additionally, **69** students attended the Pre-Law Info Session.

Greek Life

26 leaders attended the Greek Leadership Academy, creating goals to work collaboratively and create consistent goals within their organizations.

As part of a collaboration between the Personal Empowerment Institute and the Emerging Leaders Greek Life training, 86% of participants were able to (at partially meeting, meeting, or exceeding expectations levels) recall at least one local or global fact about the impact of emotional intelligence by listing one fact on an exit ticket.

William Smith Athletics: Golf

Three golfers achieved their personal best scores on the same day at St. Lawrence University!

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.

Developing a Culture of Inquiry and Assessment

“This division is arguably doing some of the best assessment work at the institution.”

- 2015, Middle States Assessment Report

The Division of Campus Life continues its practice of creating intentional programs and activities that develop tangible skills, whether HWS-specific or transferrable. These programs were guided by student learning outcomes aligned to divisional learning goals.

Department directors analyze their direct and indirect assessment strategies and create comprehensive assessment plans.

Each Assessment Plan was tied to specific programs and activities within each department, supported by measurable student learning outcomes, and then assessed with direct assessment. Department directors utilized a variety of creative approaches, at times, triangulated with indirect assessments, such as surveys, including:

- **Rubrics**, both self-generated and created by the American Association of Colleges and Universities, to assess content such as public speaking, incident report, personal reflection, and ability to recall resources
- **Learning contracts** for students to create individualized skill development plans and deliverables for student employment
- **Hands-on assessments**, similar to a pre/post-test, where students tested their knowledge prior to a program and then recalled facts, tactics, or resources in a similar fashion after the program
- **Portfolio presentations** where student employees demonstrated skills acquired as a result of their employment and articulated how those skills may transfer to their future careers
- **Scenario-based responses**, both in-person and in-writing, to assess emergency response understanding and accurate application of policies and procedures
- **Exit tickets** after activities, assessing student’s ability to recall resources and involvement opportunities
- **Reflections**, assessed via rubric, to evaluate a student’s ability to self-assess their abilities, such as mentorship and leadership skills.

Preparing and Reflecting on Your Assessment

As Campus Life continues to cultivate 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 Campus Life website for additional information.

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 to Campus Life. 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 you 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. Send Brandon an e-mail at barile@hws.edu as you think about your direct assessment opportunities.