

2019-2020 Assessment Final Report

Department: KU Student Housing

Residential Curriculum – Yearly Assessment for First Year Educational Plan

Introduction

Assessment Project Description

KU Student Housing supports students as they develop into the best versions of themselves. Through intentional connections and crafted support, students living in Student Housing will gain competence in academic success, engaged civility, health & wellness, inclusion, and self & relational management. The residential curriculum is linked to KU's academic mission.

Residential Curriculum Educational Priority: As a result of living on campus at the University of Kansas, students will become responsible members of their current and future communities through engaged learning.

This yearlong assessment plan was implemented in order to gain an understanding of the learning that takes place for first year students living on campus. This was the second year of execution for the newly revised Residential Curriculum, which focused on what students were learning from their housing experience during their first year at KU. While KU Student Housing has had a residential curriculum for many years, the current iteration is the most recently developed in order to take into account changes over time that impact students, living on campus, and the university setting. Due to this being year two of execution, comparison data will dictate changes in the implementation of strategies. The assessment plan last year was intentionally lofty, which allowed Housing to find the threshold for administration and participation. The assessment results dictate the adjustments to future assessment plans, as well as make tweaks to the implementation and structure of the Residential Curriculum.

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Service/Program Student Learning Outcome(s)

Students participating in the Residential Curriculum - First Year Educational Plan will be able to...

- Identify areas for academic growth (Departmental Outcomes #1, 3).
- Describe strategies for academic success (Departmental Outcomes #2, 3).
- Discuss how national or global events affect the campus/local community (Departmental Outcomes #1, 2, 3).
- Define healthy habits regarding alcohol and other drugs (Departmental Outcomes #1, 2).
- Identify campus/local community resources regarding health and wellness (Departmental Outcomes #1, 3).
- Relate social justice and inclusion concepts to their personal and KU experiences (Departmental Outcomes #1, 2, 3).
- Explain their social identities (Departmental Outcomes #1, 2, 3).
- Express an increased confidence in ability to confront social identity based conflict (Departmental Outcomes #1, 2, 3).
- Compare the congruence of their actions and their values/beliefs (Departmental Outcomes #1, 2, 3).
- Recognize the importance of building and sustaining positive relationships with others (Departmental Outcomes #1, 2).

Population/Sample:

The population assessed included all students that live with KU Student Housing, including residents of Apartment Living, Scholarship Halls, and Residence Halls. The focus for this year was on first-year students living on campus; however, there are some methods that collected data for non-first year students.

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Assessment Method(s):

Please see attached supplemental document – RC Assessment Plan for 19.20 – for information regarding the multiple methods utilized and which methods were planned for but not implemented this year.

Summary of Key Findings/Results

The results from the 19-20 assessment plan displayed the wide range of learning that occurred in KU Student housing. Below you will find the results and the findings from each outcome.

Learning Outcome: Identify areas for academic growth

Overall: 93% of participants were able to identify areas for academic growth (N=1,512)

Finding: The baseline for this data point in 18-19 was 78% (N=697). The base line data point caused changes to how UG staff implement the “Question of The Meeting” cards and facilitate the conversation. The percentage of learning as well as the total number of participants both increased due to the changes.

Learning Outcome: Describe strategies for academic success

Overall: 98% of participants were able to describe strategies for academic success. (N=1,881)

Finding: The baseline for this data point in 18-19 was 98% (N=1,424). The percentage of learning was consistent from last year. Based on changes to how UG staff implement the “Question of The Meeting” cards and facilitate the conversation we increased our response rate by over 400 hundred responses.

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Learning outcome: Identify campus resources regarding health and wellness

Overall: 85% of respondents were able to list 1 or more campus resource regarding Health and Wellness. (N=198)

45.69% reported they attended because of a housing staff member

Finding: This was the first time this data point was collected and will be the baseline in the future. This was also the first time a learning outcome was assessed through a collaborative strategy.

Learning outcome: Define healthy habits regarding alcohol

Based on KU Student Housing's Alcohol Education programs:

Overall: 89% of participants were able to define healthy habits regarding alcohol (N=452)

Finding: The baseline for this data point in 18-19 was 96% (N=253). Although our percentage of learning decreased, there was an increase of two hundred respondents.

Learning outcome: Residents will be able to explain their social identities

Based on KU Student Housing's Who am I Activity (Identity Wheel):

Overall: 85.71 % of Resident stated that they can explain their social identities (N=258):

Overall: 63.2% of respondents were able to list two or more of their own identities (N=177)

12.5% of respondents were able to list one of their own identities (N=35)

24.2% of respondents were not able to list an identity that they hold (N=68)

Finding: This was the first time this data point was collected and will be the baseline in the future. This result showed that the "Who Am I" activity is a strategy that should continue in the future. There was hesitance because it received mixed reviews. Based on the initial results residents learned what we wanted them to learn.

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Learning outcome: Related social justice and inclusion concepts to personal and KU experiences

Overall: 75% of Respondents said that they learned something from the activity (N=278)

- 22% of Respondents reflected on the importance of their own social identities (N=61)
 - "...I think about my cultural background and that I'm curious about my socioeconomic status because I'm curious about what defines someone into a certain class "
 - "... I care a lot about all of my identities"
 - "Mental health and body image are thought about more than I realized."
 - "I think I just realized that ethnicity and culture has become more important to me in college than it was in high school."
 - "I learned that I actually do hold my identities very close to me and they do are prominent in my daily life. I learned that I do need to be more comfortable sharing my identities with people who may have different identities than me. If my actions are led by my identities I shouldn't be afraid to share them."
- 9 % of respondents stated that they realized they have multiple identities (both privileged and marginalized) (N=25)
 - "I learned that I have many identities, but they all mesh together to make me."
 - "I learned that I hold multiple identities, and I was able to discover ones I wasn't aware of."
 - "I learned there are many types identities and they all might not be as important to me but are important to some people and that should be respected"
 - "I hold both major and minor identities>"
- 8 % of respondents realized that they have privileged identities (N=22)
 - "I have some privileges that other people don't have. For example, I don't have to worry about my race in everyday situations."
 - "I learned that I am in several groups that have more privileges."
 - "I have more privileges because of the circumstances I was born into."
 - "I have a focused identity because I have the privilege to not worry about others."

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- 4% stated that they learned their social identities make the *unique* (N=11)
 - “In comparison to others and their circle charts, I learned my uniqueness.”
 - “I learned that I am unique”
 - Everyone is unique and we need to respect each other's identities.

Finding: This was the first time this data point was collected and will be the baseline in the future. This result showed that the “Who Am I” activity is a strategy that should continue in the future. There was hesitance because it received mixed reviews. Based on the initial results residents learned what we wanted them to learn.

Conclusions

Impact of Assessment

Results from the learning outcomes will further influence our approach in the future in the implementation of curricular strategies. There was notable progress on the assessments between 2018-19 and 2019-20 school year with both the percentage increase in meeting the learning outcome and the number of respondents. An annual review allows the committee the ability to analyze results and alter outcomes if necessary. For instance, we revised “explain their social identities” in the goal of “Inclusion” to “list their social identities” to better represent the learning the committee is pursuing. A learning outcome in the goal of “Engaged Civility” was also removed.

A focus for this year has been to assess the learning outcome related to inclusion in the belief that an improvement in this area benefits – not only housing – but all of the University of Kansas. Here are some targeted resident responses: “I have some privileges that other people don’t have. For example, I don’t have to worry about my race in everyday situations.” – Resident response

“I have some privileges that other people don’t have. For example, I don’t have to worry about my race in everyday situations.”

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“I learned that I actually do hold my identities very close to me and they do are prominent in my daily life. I learned that I do need to be more comfortable sharing my identities with people who may have different identities than me. If my actions are led by my identities I shouldn’t be afraid to share them.”

“I learned that talking to people about things that make us uncomfortable can be an important step in gaining insight to not only my own feelings, but the feelings of others and can help create bonds.”

“That as a cisgendered white person I hold privileges that not many other people have. While also being a woman, some privileges don’t apply to me like they apply to white, cisgendered, straight males.”

Lessons Learned

All assessment strategies were administered throughout the year, but were intentionally brief to avoid survey fatigue. This was a successful effort that also resulted in an increase in number of respondents and percentage of learning that occurred.

The most difficult challenge was COVID-19. Dealing with COVID-19 stopped or hindered the completion of multiple surveys and learning outcomes. Three learning outcomes still need to have structural strategies created to have 100 percent completion of our plan. However, a template has been established and the process is in motion for the future that will results in greater efficiency and effectiveness in measurement of our goals.