

2018-2019 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 first year of execution for the newly revised Residential Curriculum, which focused on developing curriculum practices for students in 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. Because this is year one of execution, much of the assessment was focused on collecting baseline information that can be further utilized in future years. The plan for assessment was intentionally lofty, so that a threshold for administration and participation could also be identified. Results will be utilized to mainly adjust the assessment plan for future years, as well as to make minor tweaks to the Curriculum itself.

Service/Program Student Learning Outcome(s)

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

2018-2019 Assessment Final Report

Department: KU Student Housing

- Identify areas for academic growth (Departmental Outcomes #1, 3).
- Describe strategies for academic success (Departmental Outcomes #2, 3).
- Describe the value of being involved outside of the classroom (Departmental Outcomes #1, 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. This did not include residents of the Sunflower Apartments.

Assessment Method(s):

Please see attached supplemental document – RC Assessment Plan for 18.19 – for information regarding the multiple methods utilized and which methods were planned for but not implemented this year.

2018-2019 Assessment Final Report

Department: KU Student Housing

Summary of Key Findings/Results

Learning outcome: Define healthy habits regrading alcohol and other drugs

Result: 96% of participants were able to define healthy habits regrading alcohol and other drugs.

Learning outcome: Discuss how national or global events affect the campus/local community

Result: 42% of participants were able to discuss how national or global events affect the campus/local community.

Learning Outcome: Identify areas for academic growth

Result: 78% of participants were able to identify areas for academic growth.

Learning Outcome: Describe strategies for academic success

Result: 98% of participants were able to describe strategies for academic success.

The data regarding Learning Outcomes for first-year students continues to be processed and analyzed. There are parts of the plan that were implemented this year and parts that were envisioned but did not occur. Having a plethora of information at the end of the academic year has indicated that there are opportunities for us to streamline data collection throughout the year, while also creating multiple analysis points.

Conclusions

Impact of Assessment

Each component of this year's assessment plan will influence how the Residential Curriculum moves forward, as well as how future years' assessment takes place. Current analysis of which strategies linked to learning outcomes were most successful and/or least successful is taking place, which will allow for the implementation of the curriculum to be addressed in ways that allow for learning outcomes to more evenly addressed. The current processing of data will also indicate which avenues of assessment yielded the most helpful information – there were some strategies that ensured high amounts of participation (community meeting responses when most folks

2018-2019 Assessment Final Report

Department: KU Student Housing

were physically present), but the analysis is seeking to identify if the quality of that data matches other strategies with lesser participation. All our original questions will be responded to throughout the continued analysis of the data, and this summer will be spent making the necessary changes to both the implementation of curriculum strategies as well as the assessment plan to continue to understand what students are learning.

Lessons Learned

This year's Assessment Plan was ambitious. The energy of being in the first year of this iteration of the Curriculum led to folks being willing to try out new strategies, give things a chance, and be more okay if something did not go exactly as planned. It allowed for us to pilot a few new assessment strategies throughout the year, and learn what works for us and what students respond to. An additional positive for this plan was the full investment not only by those working closely with Curriculum, but also the buy-in that the Curriculum Committee sought to create throughout all levels of staffing from the very start of the year. The messaging of the Curriculum, as well as the Assessment Plan, was consistent from the beginning, and this will allow for continued development to occur off of what is now a strong foundational understanding for many.

In the same vein, due to the Assessment Plan being ambitious, there were challenges and things that were learned. The original plan was not fully attainable in year one. With so many moving pieces, strategies and lesson plans being created, and a somewhat evolving understanding of parts of the assessment plan, not every method was able to be implemented, meaning the data collected is not consistent across learning outcomes. This is something that will be taken into account for future years – how can we make sure to scale data collection so that even if we do not have as much raw data in terms of quantity, we can still collect quality information that gives us a holistic picture of the work. We will also need to make sure that any changes made to the Curriculum after this year's analysis are accounted for in next year's assessment – we want to make sure that when we are making year-to-year comparisons, it is being done in a way that is not misrepresenting the evolution of the curriculum over time.