

# 2017-2018 Assessment Final Report

Department: KU Student Housing

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## Residential Curriculum Connection Point Assessment

### Introduction

#### Assessment Project Description

The Connection Point Assessment project evaluated how much students living with KU Student Housing have progressed in each learning outcome after each of the five Connection Point time periods. This foundational assessment allowed data to be collected on the new Residential Curriculum format for KU Student Housing, with the intent of utilizing the results to adjust the Curriculum as needed and inform what areas required additional focused assessment. The results from the Connection Point surveys will inform many elements of how to move forward with the Residential Curriculum. Initial consideration of data could lead to how the Residential Curriculum is marketed to students, how staff are trained in facilitation techniques, how lesson plans are written and implemented within each Connection Point, if and how the timeline of Connection Points is updated – the list is seemingly endless. With this being the first year of assessment for the new Curriculum, the intent of this project is to be able to make the necessary updates for future years.

#### Service/Program Student Learning Outcome(s)

Students participating in the Residential Curriculum will be able to...

- Demonstrate responsibility in making healthy personal decisions (Departmental Outcome #1).
- Identify resources and opportunities, which allow them to make growth-oriented choices (Departmental Outcomes #2, 3).
- Recognize the importance of building and sustaining positive relationships with others (Departmental Outcomes #2, 3).
- Apply self-advocacy skills in management of life tasks (Departmental Outcomes #1, 2).

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- Identify resources that support their academic success and career goals (Departmental Outcome #2, 3).
- Recognize individual identities and their role within the KU residential community (Departmental Outcomes #1, 2, 3).
- Relate social justice and inclusion concepts to the KU residential community (Departmental Outcomes #2, 3).
- Demonstrate a commitment to the values of KU Student Housing and the University of Kansas (Departmental Outcomes #1, 2, 3).
- Recognize the importance of connecting to the residential, campus, and greater Lawrence communities (Departmental Outcomes #1, 2, 3).

### **Population/Sample:**

The population that was administered the assessment consisted of all students that live with KU Student Housing, including residents of Apartment Living, Scholarship Halls, and Residence Halls. This did not include residents of the Sunflower Apartments. 912 out of 4,890 students completed the first assessment (Connection Point 2 Assessment), and 635 out of 4,737 students completed the second assessment (Fall 2017 Connection Point Assessment).

### **Assessment Method(s):**

Brief surveys sent out after two Connection Points were the method for collection of data. The surveys included 6-7 Likert scale questions for gathering quantitative data, and the first assessment asked 1 open-ended question for an introduction to the usage of qualitative data regarding the Residential Curriculum.

### **Summary of Key Findings/Results**

The first survey administered focused on the learning goal of Healthy Community. Overall, students indicated that as a result of living in their community, they agreed or strongly agreed to the following statements:

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- 78.07% were able to identify resources available to them that support their health and well-being.
- 77.86% were able to make healthy personal decisions concerning their physical and mental well-being.
- 83.23% were able to make health personal decisions related to alcohol and drug use.
- 68.86% were able to better interact with individuals who are different from them.

The survey also found that bulletin boards and events/programs in the communities were reported as helping students improve their ability to make healthy personal decisions at a higher rate than conversations with Undergraduate Staff.

The second survey administered focused on the learning goal of Academic Success. Overall, students indicated that as a result of living in their community, they agreed or strongly agreed to the following statements:

- 74.81% were able to identify resources available to them that support their academic success.
- 65.98% were able to identify resources available to them that support their personal and professional goals.
- 82.52% built a positive relationship with someone on campus.
- 71.34% can communicate their personal and professional goals to others.

Again, it was indicated that bulletin boards and events/programs in communities were reported as helping students improve their ability to make effective decisions related to their academics at a higher rate than conversations with Undergraduate Staff.

Due to the change in scope of this assessment project and the evolving nature of the Residential Curriculum during the 2017-2018 academic year, these two surveys did not answer all of the questions that were posed in the Fall regarding the learning outcomes of the curriculum. However, these surveys did provide enough initial data to impact updates that are being created for the new launch of our Residential Curriculum (see additional details below).

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## Conclusions

### Impact of Assessment

The results of these two surveys have already influenced the work that is being put into updates for the next implementation of the Residential Curriculum. Learning goals and outcomes have been slightly readjusted to make sure that everything is measurable by assessment, and the assessment plan for future years is being developed early to include more consistent and thorough evaluation throughout the year. The role of Undergraduate Staff members has been reevaluated, and future iterations of the curriculum will focus on three main areas of work for UG Staff, rather than spreading their role too thin.

### Lessons Learned

Surveys were intentionally constructed to be brief and simple to complete – this worked to our benefit, as we saw a high return rate on our first assessment and a low average time spent on survey at 3 minutes and 35 seconds. Over time, we do believe that students began to experience survey fatigue, as our second assessment had a lower response rate and was administered approximately three months after the first survey. We do believe that the response rate for our second survey was still successful due to the average time it took to complete the survey remaining around 1 minute and 17 seconds.

An expected challenge that we encountered was that our plan for the assessment of the Residential Curriculum changed rapidly as the Fall Semester took place. As implementation of the Residential Curriculum took place, leadership of the project changed. This meant that interpretation of the Curriculum shifted, as well as the plan and ability for assessment. Positively, these changes allowed for us to quickly see what was needing to be addressed for future iterations of the Curriculum, but did mean that assessment was not able to occur after each of the five Connection Points as originally planned.