

Student Affairs Assessment Report

2016-2017

John Carroll University

Assessment Report Purpose:

- To summarize the assessments that are administered by Student Affairs departments
- To understand the connection between department assessments and the University Learning Goals
- To analyze which University Learning Goals and objectives are currently being measured
- To determine which University Learning Goals need to be measured in the future

University Learning Goals			
Intellect	Character	Leadership	Service
1. Develop habits of critical analysis and aesthetic appreciation	1. Cultivate a habit of reflection	1. Claim their identities as discerning leaders	1. Understand and promote social justice
2. Understand the religious dimensions of human experience	2. Understand, value, and respect their own and others' talents, unique characteristics, and socio-cultural identities	2. Apply a framework for examining ethical dilemmas	2. Work actively toward creating a more inclusive, welcoming, and just community
3. Demonstrate an integrative knowledge of human and natural worlds	3. Develop a personal belief system that is inspired by Ignatian values such as rigor, generosity, gratitude, inclusivity, solidarity, and a desire for the greater good	3. Employ leadership and collaborative skills	3. Serve in their communities as engaged citizens and advocates
4. Apply creative and innovative thinking	4. Practice mature decision making and care for the whole person	4. Live responsibly in accord with their personal belief system	
5. Communicate skillfully in multiple forms of expression			
6. Demonstrate a capacity to engage in respectful civil discourse	5. Act competently in a global and diverse world		

Department	Assessment	Frequency	Main Objective	Summary of Results	Utilization of Results	ULG and Objective
Center for Career Services	2017 Career Fair Employer Feedback Survey	Annually	Administered to employers who participated in the Career Fair to assess how students performed.	58 of 144 employers who attended the fair replied. 45% of employers felt our students were well prepared with knowledge. 82% rated the quality of student resumes as high. 82% felt the students demonstrated strong communication skills.	We will be doing comparisons with future surveys to see if there are changes in the perception of students' preparedness. We will continue to hold the fair in the Spring. For the 2018 survey, we are asking a question about the timing of a Spring fair.	Intellect #5
Center for Student Diversity and Inclusion	Peer Mentoring Contact Forms	Monthly	21 peer mentors are expected to record and submit three monthly contact observations by the 7th of each month. Monthly contact reports illustrate the relationship between mentee and peer mentor.	A total of 232 reports were received that logged 318 hours of contact hours between peer mentor and mentee between October 2016 and May 2017. The average length of time for contacts is 1.5 hours. The top two contact types were in-person (142 contacts) and via text messaging (82 contacts). The other modes of contact included phone, email, and social media.	Feedback encouraged CSDI to create an online form using WordPress to document the monthly contacts between peer mentors/mentees instead of paper forms. The program needs to have a full-time professional (Program Coordinator/Assistant Director) to deliver the outcomes desired by the University; especially the retention of historically underrepresented students. This professional can evaluate peer mentors as a primary responsibility.	Character #1 Service #2
Dean of Students	Conduct Hearing Assessment	After one-on-one conduct hearings with Hearing Officer	Assesses the first four Learning Outcomes for the conduct process: students will describe conduct policies and disciplinary actions, accept personal responsibility for their actions, recognize that they have options when making decisions about their behavior, and acknowledge that their actions impact the community.	This tool was used for 109 one-on-one hearings. Results indicated: 11.85 was the average score out of a possible 16 points. On average, with the possibilities of denial (1-4), resistant (5-8), progressing (9-12), and invested (13-16), the group is progressing. Considering that 89% of students assessed were first and second year students, progressing is a positive indication that the Learning Outcomes are being met satisfactorily.	We will emphasize the importance of using the assessment tool so that we gather more information through this means.	Character #4
	Reflection Paper Rubric	As assigned outcome of conduct hearing	Modeled after the St. Ignatius Loyola Daily Examen, this is used as a disciplinary outcome in conduct hearings that provide the student with the opportunity to reflect on their behavior.	Based on the scoring of the rubric, results indicated an average score of 9.05 out of a possible 10 points. This means that on average, with the possibilities of no indication (0-4), unclear, although addressed (5-7), defines clearly, concisely (8-10), the group is clearly and concisely defining the 5 concepts.	Due to the success of using reflection, we have added six additional reflections for Hearing Officers to choose. This will likely cause more reflections to be assigned for violations beyond alcohol, drugs, fighting, and disrespect. We will also begin to have Hearing Officers contact students with positive messaging after reading their reflections.	Character #1
Fraternity and Sorority Life	Greek Experience Survey	Annually (Spring semester)	Administered to all current fraternity and sorority members to explore leadership, financial responsibility, academic skills, personal development skills, career development skills, and overall satisfaction with their membership experience.	The survey received 176 responses out of 351 fraternity/sorority members (50% response rate). Results indicated: 75.2% reported they are satisfied or very satisfied with their Greek Life experience, 76.6% believe membership enhanced their oral communication skills very much or a great deal, 91.6% reported being involved in another campus organization outside of their fraternity/sorority.	Survey results indicated key areas of emphasis for student learning in fraternity/sorority life including leadership skills, time-management skills, communication skills, and conflict resolution skills. The FSL Office will continue to collaborate with Panhellenic Council and Interfraternity Council to explore ways to increase positive perceptions from the JCU community and increase support from faculty and staff.	Leadership #3
	Fraternity and Sorority Recruitment Evaluations	Annually (Fall semester)	To evaluate the process of fraternity and sorority formal recruitment in the Fall semester to determine improvements that can be made to recruitment.	Results indicated improvements that can be made in terms of recruitment marketing, pre-recruitment events, location, the technology used, bid distribution, etc. Written response questions allowed students to provide their thoughts and opinions regarding their experience during recruitment.	The results continuously inform IFC and Panhellenic Council's efforts to make improvements to fraternity and sorority recruitment in the future.	Leadership #3

Health Promotion and Wellness	National College Health Assessment	Every 3 years	To understand the current issues and strengths of the current undergraduate population in regards to wellness.	The top academic impacts include stress, anxiety, sleep, cold/flu, and participation in extracurricular activities. Tobacco use is on the decline, and marijuana use is on the rise. About 30% of the campus has not consumed alcohol in the last 30 days.	This assessment helps us make goals for what we want to see next time we give out the survey, in 2019.	Character #4
Liturgical Music/Musical Arts	Intergenerational Choir Evaluation	Annually (Spring semester)	Forming an intergenerational choir as the vehicle to create a dementia-friendly community between people with beginning stage Alzheimer's Disease and college students.	The same process was used to collect data three times during the spring semesters of 2013, 2014, 2015 and 2017. The results showed within the student choral population: changed attitudes, increased understanding about dementia and the lived experience, reduced dementia stigma and the development of meaningful social connections.	The results confirm that music is a vehicle for community building, and fosters an environment of diversity and inclusion.	Character #2 Service #2
Recreation	Club Sports Participation Survey	Annually	To review the experience of our over 200 club sport student-athletes, allowing us to gain insight into leadership skills, resources allotted to club teams (financially, facilities, equipment, etc.), experience with club dues and service involvement, and interaction experience with club leadership (e.g., via coach, volunteer, or student president/coach). The 2016-2017 Club Sports Participation Survey had 89 respondents out of 202 club sport student-athletes the survey was administered to.	82% reported that they are satisfied or highly satisfied with their respective club dues affordability, 61% were satisfied or highly satisfied with the facility availability and/or conditions, and 90% noted that they were satisfied or highly satisfied with their community service and/or volunteering work through their club sport.	Results informed Club Sports staff and Club Sport Council members on continued work around facility availability (indoor and outdoor) for club teams; this will continue to inform our communication with Athletics staff, as well as Facilities and Grounds' related to our Club Sport needs in order to be successful. Also, we need to brainstorm and increase our reach with Admissions, Alumni, and Advancement Offices on the JCU campus to better educate, inform, and communicate our need to not only market our club programs, but also work on sponsorship and fundraising needs.	Leadership #3
	Club Sport President Evaluation	Annually	The Club Sport President Evaluation (for all independent/co-presidents) results indicated: 7 out of 12 club leaders noted that their overall program goals leading in to the 2017-2018 academic year were to increase recruitment efforts, enhance skill level of club members, improve in-game efficiency, and improve communication skills within their program.	The Club Sport President Evaluation (for all independent/co-presidents) results indicated: 7 out of 12 club leaders noted that their overall program goals leading in to the 2017-2018 academic year were to increase recruitment efforts, enhance skill level of club members, improve in-game efficiency, and improve communication skills within their program.		Leadership #3
Residence Life	Resident Feedback Survey	Annually	To gather information about the residential student experiences including their observations of Resident Assistant (RAs), the Residence Life and RM staff, living in the residence halls, and learning. The data generated from the RFS is also used to evaluate each of the RAs. The RFS received 611 total responses (37% response rate).	Important findings include: 86% of participants either agree or strongly agree that by attending programs, they have met people on the floor and developed relationships with them. 98% indicated that their RA is knowledgeable about resources on campus and and treats each resident with respect. Finally, participants indicated that the top benefits of living on campus were the easy access to classes and academic commitments, the opportunity to meet people, and easier access to campus events.	The assessment informs the work of our office in how we communicate information to our residential students, decision-making regarding technology (upgrading residential Wi-Fi), and to determine areas of improvement for each RA including finding more effective ways to be present (e.g., keeping their door open), programming that better meet the needs of their community, and more effectively advocating for their community.	Service #2
	Resident Assistant Exit Interviews	Annually	RAs not returning to staff for 2016-2017 were required to complete an online Pre-Exit Interview and participate in an optional in-person Exit Interview with the Associate Director of Residence Life. 24 RAs were invited, 21 completed the online Pre-Exit Interview and 12 participated in an in-person Exit Interview.	Exiting RAs wanted to better understand processes and decisions especially those that directly impacted them and their position. The decision to not reapply/ return for another year on staff was influenced by the following: Staff members' experienced a certain level of fatigue with the position and staff members want to live with their friends. Regardless of years of experience, each RA was able to articulate what they appreciate and/or value about their experience and how they've grown as result of their experience.	The assessment informs our work in several ways: We continue to discern and train our staff, in particular our heads of hall on how to best have conversations with their RAs around decisions made by the professional staff, we have deepened our conversations with our RAs around vocation and calling, and we have changed our format for evaluating RAs to now having a 3-part check-in evaluation.	Leadership #1
	ACUHO-I/ Benchworks Student Staff Assessment	Annually	To measure the impact of the residence life experience [from the vantage point of the RA] on CAS Standards-based learning outcomes. The SSA measures RA satisfaction and learning across 18 factors, which encompass the areas of training, supervision, support, and learning. 32 RAs participated out of 45 (71% response rate).	About 20% were "not at all" or "moderately satisfied" with the training they received to effectively perform in their position. About 20% believed that staff meetings "did not at all" or "moderately" provide them with the information and skills needed for the position. 94% were "very" or "moderately" satisfied with their supervisors regarding their fairness, and 90% were "very" or "moderately" satisfied with their supervisors regarding their support of their work.	The assessment informs the work of our office by changing how we train our RAs during Fall RA Training. We changed how we deliver training around helping skills, we changed how we trained RAs on how to effectively plan programs from their communities, and we asked RAs to submit their first program proposal during Training which allowed their supervisors to give them quick, meaningful feedback.	Leadership #1

Residence Life	Resident Assistant Alumni Survey	Biannually	The survey indicates the first time Residence Life has engaged former SRAs and RAs in a systematic way. We identified individuals who served in the SRA or RA position anytime between AY '10-'11 and AY '14-'15 who have at least one year out from their graduation.	The survey was sent to 122 individuals with a response rate of 14%. The 5 areas in which respondents attribute their growth the MOST to the RA position are listening to others, holding yourself accountable, demonstrating inclusivity, confronting poor behavior, and appropriately handling crises. The 5 areas in which respondents attribute their growth the LEAST to the RA position are recognizing others for their accomplishments, producing quality work, caring for yourself, expressing gratitude, and expressing yourself clearly in written form.	We continue to discern and train our staff, we have deepened our conversations with our RAs around vocation and calling, and we have changed our format for evaluating RAs from officially evaluating them once at the end of the fall semester to now having a 3-part check-in evaluation.	Leadership #3
	Room Change Process Assessment	Semesterly	To measure satisfaction with process and understand student learning related to conflict management and communication. 35 students participated in the process and survey in Fall 2016; 23 students participated in Spring 2017.	Results indicated: 20 individuals reported they participated in a mediation conversation with their roommate. Over 50% reported they agreed that the mediation facilitated conversation between them and their roommate(s). Over 70% responded that the RA or professional staff was effective in the Mediation Process. 80% felt as though the information about conflict resolution and room change policy was available and accessible.	This assessment supports our office mission and goals to provide educational experiences to students and develop the skills to navigate conflict. It gives direct feedback and support for our Room Change Policy as we move forward.	Intellect #6
	Mid-Year Housing Assessment	Semesterly	To better understand students reasons for leaving on-campus housing and to obtain feedback about the students' overall experience living on campus.	Results indicated: there was a net loss of 8.91% of residential students between semesters from Fall 2016 to Spring 2017. 73% of those departing housing reported they agree or strongly agree that they were satisfied with their residential experience at JCU. 46 additional students entered into housing in Spring 2017. The largest group departing housing were 79 individuals leaving for study abroad programs. 52 of the students leaving housing gave feedback through comments describing the best part of their residential experience.	This assessment provides insight into why students choose to depart from housing in the middle of the academic year. It guides our planning process for physical improvements to the residence halls, provides feedback on community development and helps guide or consistency in residential retention year to year. This entire process has now been moved online in light of feedback from the previous year.	Intellect #5
	Resident Satisfaction Survey	Annually	Distributed to all current students' living in on-campus housing facilities. The RSS asks students to share their level of satisfaction with residence hall experiences including learning, programming, facilities, staff, safety and security, and services.	The survey received 1,170 responses out of 1,350 students with an 86.7% response rate. Results indicated that 83.6% of students are very satisfied/moderately satisfied with how safe they feel in their residence hall, 81% of students are very satisfied/moderately satisfied overall with their student staff member (RA), and 85% of students are very satisfied/moderately satisfied with their RA in regards to treating students fairly.	Information about external partners (i.e., IT, Dining, Facilities, house-keeping) was shared in order to improve the student experience and inform decisions about priorities. Satisfaction and learning outcomes results were used to develop programs and measure office-specific learning outcomes. Finally, the results were used to enhance training for RA and professional staff.	Leadership #3
Student Engagement	Leadership Reflections for Tier Leadership Programs	Semesterly	For each tier leadership program, students write multiple reflections to demonstrate their understanding and application of the materials discussed during the various program sessions.	Results indicated that Tier 1 programs provide students with the opportunity to increase self-knowledge, students in Tier 2 were able to demonstrate competence regarding serving as a group member, and Tier 3 participants could identify opportunities to utilize their personal strengths to assist with potential presented challenges. However, a lack of understanding was demonstrated in terms of using strengths in the areas of confrontation, mediation, and delegation.	After reviewing the results, I re-visited the materials for the sessions where the student assessments didn't display a clear grasp of the information and concepts in order to add or subtract relevant information to reach the desired outcome.	Leadership #2
Student Health and Wellness Center	Satisfaction Survey for Nurse and Physician Visits	Every 3 years	To determine if students concerns were met during their nurse/physician visit. The nurse survey received 161 responses out of 713 nurse visits (response rate 22.6%), and the physician survey received 78 responses out of 240 physician visits (response rate 32.5%).	Results indicated: 98.9% of students reported they are satisfied with their nurse visit and 92.9% of students reported they are satisfied with their physician visit.	The results indicate if we are meeting our students' expectations and needs. We've addressed a few specific concerns /suggestions with individual providers to help better serve the students at John Carroll University, based on the narrative in the suggestion box provided on the survey.	Character #4

University Counseling Center	UCC Utilization Statistics	Annually	To measure the utilization of various UCC services, and the demographics of the students utilizing our services.	298 students used counseling services (up 5% from the prior year) for a total of 1,620 appointments (up 25%), and 56 students used psychiatry services (up 33%) for a total of 213 appointments (up 17%). The UCC saw increases in Relaxation Room utilization (up 45%), and increased the number of outreach programs/trainings to 43 (up 59%). Race/ethnicity percentages of students utilizing services were consistent with the university's race/ethnicity percentages of FTE undergraduate students, although international students used UCC services at higher rates.	Since our utilization numbers have been significantly increasing every year over the past 5+ years, we make a number of considerations in how we deliver our services. Some examples include a shortened first appointment (30-minute triage instead of a 1-hour intake) to get students in sooner; decreasing the frequency of sessions for students when appropriate; and referring students to off campus services when appropriate and possible.	Character #4
	UCC End of Year Survey	Annually	To understand how UCC services did/did not meet the needs of our students; how UCC services helped students in different areas of their life; and to ask for feedback and suggestions on how we can improve our services in the future.	This survey had 84 respondents for a 32% response rate. 93% of respondents agreed/strongly agreed that the UCC helped them stay/adjust at JCU; 94% agreed/strongly agreed that the UCC had a positive impact on their school or work performance; 90% agreed/strongly agreed that the UCC helped them learn new coping skills; 97% agreed/strongly agreed with rating their overall UCC experience positively; and 100% agreed/strongly agreed that they would refer their friends to the UCC.	Results inform that the UCC helps students in a variety of ways including mental health, academic performance and persistence/retention. Overall we are doing well in our delivering of services, but we could always improve by increasing our staffing, increasing marketing/outreach, and striving for ways to cut down on wait times for students.	Character #4
Violence Prevention and Action Center	2017 Catalyst Bystander Intervention Evaluation	Annually	Administered to all first year students who participated in the training sessions to evaluate if the following learning goals were achieved: Explore what it means to be a catalyst bystander and how that fits with personal values, identify signs of potential dating violence or sexual violence, describe and practice bystander skills, and evaluate students' willingness to intervene to prevent someone from being harmed.	The evaluation was completed by 378 of the 544 participants, a 70% response rate. Prior to the training sessions, students indicated that 33% were positively certain they could help people who have or may experience relationship or sexual violence. At the end of the training, 60% now stated that were positively certain they could help.	The assessment results were used to inform the 2018 training.	Leadership #4
	2017 Athletic Bystander Intervention Evaluation	Annually	To measure if the learning goals were accomplished: Explore student athlete and team values, discuss warning signs indicating potential danger for high risk drinking and sexual violence, learn ways to intervene to prevent someone from being harmed, and be able to identify resources on campus and off campus.	We received 155 evaluations out of 195 student athletes of 6 teams (80% response rate). In response to the question: "I realize the impact of my values in helping others", less than 1% answered neutral, 22% agreed and 77% strongly agreed. For the question: "I am willing to intervene if I see someone in need", 3% answered neutral, 22% agreed and 74% strongly agreed.	The results were used to inform adjustments and improvements to future programming for student athletes.	Leadership #2
	Making a Difference Evaluation	Annually	To measure if the learning goals were met: Participants will be able to define consent, identify some red flags of potential sexual perpetration, intervene to stop potential perpetration, and learn what resources are available to them if they experience violence.	90 students participated in the program and 61 completed the survey (68% response rate). Results indicated that: 97% of the participants are able to define consent, 97% are able to identify red flags of sexual violence, 97% are willing to intervene in a situation of sexual violence, 97% are more aware of resources both on and off campus for students who have experienced sexual violence.	Informed future programming for Greek Life. Written comments on how the program can be improved, such as using more visuals.	Leadership #2

Student Affairs Assessment Mapping to University Learning Goals		
Department	Assessment	University Learning Goal and Objective #*
Center for Career Services	2017 Career Fair Employer Feedback Survey	Intellect Objective 5
Center for Student Diversity and Inclusion	Peer Mentoring Contact Forms	Character Objective 1 Service Objective 2
Dean of Students	Conduct Hearing Assessment	Character Objective 4
	Reflection Paper Rubric	Character Objective 1
Fraternity/Sorority Life	Greek Experience Survey	Leadership Objective 3
	Fraternity and Sorority Recruitment Evaluations	Leadership Objective 3
Health Promotion and Wellness	National College Health Assessment	Character Objective 4
Liturgical Music/Musical Arts	JCU Intergenerational Choir Evaluation	Character Objective 2 Service Objective 2
Recreation	Club Sports Participation Survey Club President Evaluation	Leadership Objective 3
Residence Life	Resident Feedback Survey	Service Objective 2
	Resident Assistant Exit Interviews	Leadership Objective 1
	ACUHO-I/ Benchworks Student Staff Assessment	Leadership Objective 1
	Resident Assistant Alumni Survey	Leadership Objective 3
	Room Change Process Assessment	Intellect Objective 6
	Mid-Year Housing Assessment	Intellect Objective 5
	Resident Satisfaction Survey	Leadership Objective 3
Student Engagement	Leadership Reflections for Tier Leadership Programs	Leadership Objective 2
Student Health and Wellness Center	Satisfaction Survey for Nurse and Physician Visits	Character Objective 4
University Counseling Center	UCC Utilization Statistics	Character Objective 4
	UCC End of Year Survey	Character Objective 4
Violence Prevention and Action Center	2017 Catalyst Bystander Intervention Evaluation	Leadership Objective 4
	2017 Athletic Bystander Intervention Evaluation	Leadership Objective 2
	Making a Difference Evaluation	Leadership Objective 2

*Number pertains to the objective under each University Learning Goal.

Intellect	<ol style="list-style-type: none"> 1. Develop habits of critical analysis and aesthetic appreciation 2. Understand the religious dimensions of human experience 3. Demonstrate an integrative knowledge of human and natural worlds 4. Apply creative and innovative thinking 5. Communicate skillfully in multiple forms of expression 6. Demonstrate a capacity to engage in respectful civil discourse
Character	<ol style="list-style-type: none"> 1. Cultivate a habit of reflection 2. Understand, value, and respect their own and others' talents, unique characteristics, and socio-cultural identities 3. Develop a personal belief system that is inspired by Ignatian values such as rigor, generosity, gratitude, inclusivity, solidarity, and a desire for the greater good 4. Practice mature decision making and care for the whole person 5. Act competently in a global and diverse world
Leadership	<ol style="list-style-type: none"> 1. Claim their identities as discerning leaders 2. Apply a framework for examining ethical dilemmas 3. Employ leadership and collaborative skills 4. Live responsibly in accord with their personal belief system
Service	<ol style="list-style-type: none"> 1. Understand and promote social justice 2. Work actively toward creating a more inclusive, welcoming, and just community 3. Serve in their communities as engaged citizens and advocates

Intellect		Character		Leadership		Service	
Objectives	#*	Objectives	#	Objectives	#	Objectives	#
1	0	1	2	1	2	1	0
2	0	2	1	2	3	2	3
3	0	3	0	3	5	3	0
4	0	4	5	4	1		
5	2	5	0				
6	1						
TOTAL	3		8		11		3

*# = Total number of assessments that relate to the learning goal objectives