

Student Affairs Student Learning Outcomes (SLO) 2018-19

During the review of the 2018-19 student learning outcomes (SLO's) by the Assessment Committee, we found some challenges in the manner in which SLO's were submitted, updated, and measured. The Student Affairs division had major leadership transitions at the vice president level, and assessment took a backseat during this time. Two themes that emerged were confusion between SLO and program outcomes (PO) parameters, as well as SLOs without clear or defined success metrics.

We determined that two SLOs initially submitted were more appropriately defined as POs; therefore they are not included in the summary of outcome below. OF the remaining twenty-five SLOs:

- Five did not state a specific completion percentage required to meet an outcome, which made it difficult to determine if the SLOs were met.
- Fourteen of the remaining SLOs were determined to be successful in meeting the stated goal(s)
- A total of six were not met

This yielded a 70% successful completion rate for Student Affairs' 2018-19 SLOs.

This process provided the assessment committee with a better framework to support units in creating SLOs for the 2019-20 academic year.

2018-19 Results

(SLOs marked with a ## reflect that they were not measurable as written, * means it was not a SLO)

SLO Met?	Unit	Student Learning OR Program Outcome	Results	Decisions or Actions
		Enter your unit SLO here	What are the results of your assessment? What did you learn?	What will you do as a result of what you learned from this assessment?
* Not a SLO	Admissions	Students who attend Transfer Talks will apply at a rate of 75% after learning about the transfer process, which includes how to apply, articulation agreements, and MAPS.	From the community college advising sessions (Transfer Talks), students applied at a 71% rate. A total of 93 students were seen; 66 of whom applied to EWU.	We want to continue with this and see if we can increase application rate, but will need a better tracking system for which students we met with, i.e., a sign in sheet, a google doc, a workflow

* Not A SLO	Admissions	Returning students who are placed in collections and stopped attending EWU will be contacted via email/call to learn how to successfully resubmit a new undergraduate application and re-enroll at EWU. Ultimately decreasing the number of suspended records from four a month to one a month.	Students who are in collection do not accept any more communications from EWU and do not update their phones numbers. Early attempts to preventively reach out to them have failed.	This SLO can yield to low results due to the dependency on student behavior for it to be successful. The SLO is to be replaced by another one.
Yes	Campus Recreation: EPIC Adventures	After completion of the EPIC Adventures Operations Staff Orientation program 80% of attending student employees will be able to identify the four program's core values: Risk Management, Inclusivity, Professionalism, Stewardship.	All students that attended the Orientation were able to identify the four EPIC core values at the completion of the program as well as through regular review after each trip debriefing as well as in recurring staff trainings.	This component will be added to all future EPIC staff trainings and orientations. Due to the success of this program, the I.M. staff is adding this module to their staff training program
Yes	Campus Recreation: Intramural Sports	After participation in all I.M. Student Director Training, I.M. Student League Directors will be able to prepare a complete league cycle including: 1) round-robin league schedule 2) single elimination championship tournament 3) final game official's evaluation and grading 4) final review and recap of assigned league	Student I.M. Directors were involved in scheduling of special event tournaments throughout the year. SE tournaments were generally single or double elimination and I.M. league schedules followed a round-robin format. Final game official review as well as final league reviews were done via interview between the student director and the I.M. Director	This is a key part of the development of student directors and will become a building block in their on-the-job training program as well as initial staff trainings in the fall training module.
##	CAPS	Students who complete CAPS Mandated Safety Assessment protocol (referred by DOS office) will be able to identify two personal coping strategies and at least one external resource that can be utilized when feeling stressed or overwhelmed by life circumstances.	Ninety percent of students who completed CAPS mandated safety assessment process (N=20) were able to successfully identify two personal coping strategies to utilize when feeling overwhelmed by life circumstances. One hundred percent were able to cite at least one external resource that could be utilized for assistance during such times. Ninety-five percent of students completing the MSA program were either 'satisfied' or 'very satisfied' with the service they received at CAPS.	Engage in further discussion with CAPS staff re: promotion and development of effective coping strategies for students who struggle with suicidal thoughts.

##	CAPS	Upon completion of training in diversity and multicultural skills, CAPS counseling trainees will endorse increased awareness of their own cultural identities, values and beliefs, and potential impacts upon clients. What is the indicator of measurement for endorse?	Two of three CAPS trainees (66%) reported increased awareness of their own cultural identities, values and beliefs, and potential impacts upon clients, after completion of CAPS training in diversity and multicultural skills. All trainees reported increased openness and ability to explore cultural and intersecting identities with clients in a supportive way. All trainees reported spending more time seeking out information and resources to understand the cultural and intersecting experiences of their clients.	Will continue to assess trainee learning outcomes in diversity using the pre-post questionnaire and will consider additional training modules for this purpose.
Yes	Career Services	At the conclusion of a Pro Visit, students will be able to articulate 2 new ways that the experience assisted them in their professional development.	We received surveys from less than half of the students that attended a ProVisit to Eagle Insights on Friday, April 19, 2019. Of those students, all reported being able to articulate two new ways the experience assisted them in their professional development.	ProVisits have been extremely well received and helpful in the past. For some reason, this year, we had trouble getting students to participate. Because of the low participation, this assessment item was not as helpful as we had hoped.
##	Career Services	After meeting with a Peer mentor for Job Search assistance, students will be able to list 3 reputable Job Search resources	61% of survey respondents indicated "Strongly Agree" or "Agree" on this question.	Very few students were there for job search - mostly resume assistance. We were not aware of that until we saw the survey results and tracked what services students were there to receive. 95% of our students are looking for resume help. Very few are wanting job search assistance.

##	Enrollment Communications	As a result of updated tour processes and training, tour guides will speak more knowledgably about EWU student and academic services and will tell more engaging personal stories. How would you measure "more knowledgably" or "more engaging"? What is the baseline for these indicators?	Some data was lost due to the University's transition from sites.ewu.edu to inside.ewu.edu. Survey results were analyzed from June 14, 2019-July 1, 2019, which consisted of 4 surveys, all satisfactory.	Due to the transition of the websites and not having the ability to go back to the old site to pull any other results, we're unable to provide full results.
Yes	Enrollment Communications	After completing orientation and training, 100% of student tour guides will be able to demonstrate baseline knowledge at 85% accuracy of EWU's statistics and facts related to established knowledge.	17 students were hired, 9 completed tour guide training by June 2019 and received at least an 85% or higher on their test	
No	Housing and Residential Life	70% of the students who attend a financial literacy workshop will be able to articulate 2 new strategies for managing their money	We had seven participants from the workshop complete the survey. 3 were incomplete surveys and 4 of them articulated that they learned 2 new strategies for managing their money.	We continue to be challenged by students interests in financial literacy workshops despite us knowing that many of them struggle with this skill. We need to find ways to make this content relvant to them.
Yes	Housing and Residential Life	75% of LLC students will be able to articulate two study skills strategies by the end of Fall 2018 quarter.	85% of LLC students will be able to articulate two study skills strategies by the end of Fall 2018 quarter.	Repeat this assessment for three years. Add some specific categories of skills to get better data
No	NSTPP	At the conclusion of all New Student Orientation sessions, a minimum of 90% of student survey respondents will be able to name their college.	N/A Did not include a question in our survey to measure results.	Will move this SLO to 2019/20 Assessments.
Yes	NSTPP	At the conclusion of our two-day orientation program pilot, a minimum of 80% of student survey respondents will indicate that Eagle Flight has provided useful information to assist with their transition by responding that they are Satisfied or Very Satisfied to the corresponding survey question.	96.9% of student survey respondents indicated that their overall satisfaction with the program as Satisfied (14) or Very Satisfied (18). N=33	Review the two-day orientation pilot to provide leadership recommendations to consider when deciding on how to move forward.

No	PUB	At the conclusion of training, PUB student workers will be able to articulate the PUB Mission Statement.	Due to a delay in opening, training was severely truncated. Although 0 student workers were able to recite the PUB mission statement verbatim, 100% of student workers recalled at least one significant phrase from the mission statement. 54% of student workers recalled three or more significant phrases from the mission statement.	We will reinforce the PUB mission statement during fall 2019 training and re-evaluate.
##	PUB	At the conclusion of training, PUB student workers will be able to articulate their top strengths according to the Clifton Strengthsfinder.	Due to a delay in opening, training was severely truncated, but 100% of student workers articulated four of their top five strengths. 64% of student workers articulated all five top strengths.	Clifton Strengths was a hit with the student workers, however we did not have the time to adequately utilize it. We will use it again for 19-20 training, and perhaps throughout the academic year.
Yes	Student Accounting	75% of the students, faculty, and staff who serve on the S&A Fee Committee will be able to outline the S&A Fee allocation process.	All members who served on the S&A Fee Committee (100% or 8/8 were able to articulate in writing the allocation process).	While members of the SAFC were able to articulate and outline the S&A Allocation Fee process, the depth of verbal descriptions and written descriptions varied. All understood the process. However, we believe there are better questions to help ensure that the committee is actively engaged with communicating the process to a broader constituency base.

Yes	Student Accounting	60% of the students who engage in a financial literacy presentation or training provided by Student Accounting staff will be able to identify two ways they can increase their financial well-being for long-term success.	Total Evaluation Forms: 161 Total Responses on two ways to increase financial well-being: 141 Results equal 89% of student participants in a financial literacy presentation or training provided by Student Accounting staff identified two ways they can increase their financial well-being for long-term success.	We want participants to be critically thinking about ways they can increase their financial well-being. That said, for each workshop, we need to do a better job at outlining what we want them to be able to list and then matching that up. Alignment between what they provide in the survey and the content we want to focus them on is not fully there.
Yes	Student Activities, Involvement and Leadership	After attending a risk management training, 75% of club and organization representatives will be able to develop a mediation plan for two areas of risk their student organization will improve upon.	We had 48 students turn in evaluations for 51 different student organizations. We are currently meeting our goal, having 87% of student organizations being able to identify two areas of risk to improve on. The most common area to improve on is to identify and assess risk prior to hosting an event.	Host a session for student organization on how to assess possible risks when planning an event. This will include making sure organizations have an on-hand risk management check list before any event.
No	Student Activities, Involvement and Leadership	Upon completion of the Title IX training, 80% of surveyed SFL attendees will be able to identify three key elements of Title IX of the Higher Education Act that directly impacts a student's right to report.	We had 413 SFL community members attend the Title IX training session on September 18, 2018, with 407 students turning in evaluations. We had an additional 127 community members attend a training session on January 16, 2019, with 85 students turning in evaluations. 70% of students were able to identify 3 key elements of Title IX. While we did not reach the goal of 80% students being able to identify three key elements, 83% of students were able to identify two or more elements. The three most common responses in key elements identified were resources on EWU Campus, process of reporting, clarification of consent.	We are looking into hosting multiple events with different speakers to cover Title IX. We believe with this topic, different students will learn from different presenters.

Yes	Student Rights and Responsibilities	After participation in the motivational interview, 80 percent of students found responsible will identify one aspect how their behavior affects self, others, or university.	Seventeen students were assigned to write a reflective paper. Each of the students, except in three assignments, were reflective on how their behavior affected self, others, and the university. One of the assignments was returned to the student for multiple revisions.	SRR will continue to use reflective writing to help students reflect on their behavior and to assess their values.
Yes	Student Rights and Responsibilities	At the end of summary hearing 80 percent of students found responsible and assigned a reflective paper will be able to articulate incongruence between their values and behavior.	Nineteen students were assigned a reflective paper. Of these, 16 students were able to articulate incongruence between their values and actions for a rate of 84%	SRR will continue to assess student learning through student's reflective paper.
No	Student Support and Advocacy	Community Advisors (CA) will be able to list 3 resources to assist students on campus after SSA training presentation. What percentage of CA's will be able to list...?	While the training occurred, we were only able to do a verbal quiz at the end of the training. Community Advisors verbally responded and also asked additional questions.	CA s received the information but we were unable to do any pre/post testing.
No	Student Support and Advocacy (SLO)	At the completion of onboarding, the SSA GSA will be able to assess the Environmental Health and Safety Reports to identify situation specific needs, make contact with the student and make appropriate referrals. "Make appropriate referrals" is the final outcome. How will you determine that they made appropriate referrals?	During fall quarter 2018, the SSA GSA followed up and provided resources with 25 students who were named as injured in Environmental Health and Safety Reports.	Unfortunately, the SSA GSA left the university after fall quarter but the contacts made during fall quarter did allow for an increase in capacity for case load.
Yes	HWPS	As a result of participating in Condom*mania, students will be able to explain the importance of using barrier devices during sexual activity.	100% of students were able to correctly answer the question "Why is it important to use a barrier device (i.e. condom, dental dam, etc.) during sexual activity?"	Our focus of this event is successful in raising awareness regarding importance of barrier devices.

Yes	HWPS	75% of students engaged in the health hut will achieve the identified weekly SLO.	100% of students responding to the survey met the weekly SLO in the Health Hut.	We had a lot of difficulty getting card swipe up and running due to wireless and sign in issues. We are going to reuse this SLO next year with paper surveys. Response rates were very low for card swipe, even with a good weekly prize drawing.
Yes	Veterans Resource Center - VA Work study students	By the end of the training program student employees will know the five (5) types of VA educational benefits to better assist veterans and dependents using VA benefits.	100% of VRC VA work study students were able to articulate the types of VA Educational Benefits and provide detailed customer service.	Continue training program, have experienced VA work study student work with new hires