Assistant Deans

**ASSESSABLE OUTCOME**
Students will be able to navigate university resources related to student success.

**OUTCOME SUPPORTS**
- University: Goal 2
- Division: Goal 2
- Department: 
- Other: 

**ASSESSMENT APPROACH**
- Direct assessment
- Indirect assessment
- Both direct and indirect assessment

**METHODS AND MEASURES**
Living-Learning Community assessment will support Housing and Residence Life’s core values. This outcome will focus on students’ ability to access campus resources that align to student success. A pre and post survey will be administered, with a focus on:
1. Living-Learning Community residents’ ability to seek guidance from staff and faculty.
2. Identify campus resources that support their academic performance and co-curricular goals.
3. Understand the importance of networking and the skills needed to succeed.

Arts District and HHD Living-Learning Community promotes persistence and performance by helping first year students increase their academic preparation. We provide resources for co-curricular programs that increase student participation in activities and services linked to the academic college. Some programs include, Sophomore Road Map to Success workshops, Dinner with the Dean, Major advising, career panels, just to name a few.

**DATA COLLECTION TIMEFRAME**
July 1, 2014 – June 30, 2015

**OUTCOME TYPE**
- Performance Outcome
- Student Learning Outcome

**DATA COLLECTION METHODS**
- Pre- and post-survey
- Student self-assessment

**CRITERIA OF SUCCESS**
- At least 80% of Living-Learning Community residents will seek guidance from staff and faculty.
- At least 50% of residents will identify two campus resources that support their academic performance and co-curricular goals.
- At least 50% of residents will understand the importance of networking and the skills needed to succeed in a university.
DATA COLLECTION AND ANALYSIS

- Art District and HHD residents reported that their theme community experience contributed to the level of interactions they had with faculty and staff outside of the classroom. 16% of residents had more than 7 interactions, 20% of residents had 5-6 interactions, 24% of residence had 3-4 interactions, 24% of residents had 1-2 interactions and 16% of residents had 0 interactions.
- Arts District and HHD residents reported that their theme community participation contributed to developing an understanding of what they need to do in order to succeed academically. 20% of residents reported a great deal and 36% of residents reported considerably.
- Arts District and HHD residents reported that their theme community experience contributed to helping them build a relationship with a faculty member. 16% of residents reported a great deal and 28% of residents reported considerably.
- 42% of Arts District and HHD residents indicated that they are likely to seek the Assistant Dean as a college resource.
- Arts District and HHD residents reported that their theme community helped them gain experience in developing their leadership potential through co-curricular involvement. 12% of residents reported a great deal and 44% of residents reported considerably.
- 88% of Arts District and HHD residents are likely to seek major advisement.

IMPROVEMENT ACTIONS

- Continue to utilize pre and post surveys to gauge self-efficacy of theme community residents. In 2014-2015, only a post survey was administered.
- Make adjustments to surveys and other measurement tools to better align with campus Housing & Residence Life assessment.
- Support University retention efforts by tracking academic achievement of each theme community cohort. To date HHD has compiled four semesters of GPA data for the 2013-14 cohort and compiled two semesters of GPA data for the 2014-15 Cohort. COTA has compiled three semesters of GPA data for the 2013-2014 cohort and 2014-2015 cohort.
- Further develop Learning Outcomes framework for Academic Experience and Campus Engagement assessment for both the HHD & Arts.