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

OUTCOME SUPPORTS
☐ University: Goal 2
☐ Division: Goal 2
☐ Department:
☐ Other:

OUTCOME TYPE
☐ Performance Outcome
☐ Student Learning Outcome

ASSESSMENT APPROACH
☐ Direct assessment
☐ Indirect assessment

DATA COLLECTION METHODS
• Pre and post measures, survey

METHODS AND MEASURES
Academic Themed Housing Communities promote persistence and performance by helping first year students increase their academic preparation. This residential life experience provides resources for co-curricular programs that increase student participation in activities and services linked to the academic college. College specific programming intentionally support learning and development in various ways.

The Assistant Deans will assess the students’ ability to access campus resources that align to student success. Each Assistant Dean will administer a pre and post survey to their Academic Themed Housing Community residents. The survey will look at the following:
• Seek guidance from staff and faculty.
• Identify campus resources that support their academic performance and co-curricular goals.
• Understand the importance of establishing connections (networking/skills) that result in the adjustment to campus life and academic success.

CRITERIA OF SUCCESS
• At least 80% of respondents will seek guidance from staff and faculty.
• At least 80% of respondents will identify three campus resources that support their academic performance and co-curricular goals.
• At least 80% of respondents will understand the importance of networking and the skills needed to succeed in a university.

DATA COLLECTION AND ANALYSIS
The Assistant Deans collected both pre and post data from students in their college specific Academic Themed Housing Community. Assistant Deans participated in the data collection process. Data was collected by each dean and was inputted into an excel file for tracking. The respondent sizes for the pre and post were slightly different due to some students not completing surveys, students being added to the community late, etc. Below are the number of students that completed the pre and the post survey for each college:
• HHD- Pre: 49 Post: 48
• STEM- Pre: 33 Post: 37
• MCBE- Pre: 34 Post: 40
• HSS- Pre: 44 Post: 37
• COMM- Pre: 45 Post: 41
• ARTS- Pre: 49 Post: 32
Although the data that will be used for this report will come from the post survey, a pre was distributed to see if there was any change and to begin an embedded assessment process. Below are the results:

Criteria 1- not met
76.48% of respondents sought guidance from staff and faculty. (Q4 & 5 in pre and post)

- Q4: To what extent has participating in the theme community experience positively impacted your ability to seek guidance from staff and faculty in your academic college?
  - 82.11% of students stated that participating in a themed community has positively impacted their ability to seek guidance from staff and faculty moderately, considerably, or by a great deal.
    - HHD: 95.9% (compared to 100% in the pre-assessment)
    - STEM: 75.6% (compared to 6% in the pre-assessment)
    - MCBE: 82.5% (compared to 100% in the pre-assessment)
    - HSS: 86.45% (compared to 20.45% in the pre-assessment)
    - COMM: 58.46% (compared to 8.88% in the pre-assessment)
    - ARTS: 93.75% (compared to 91.82% in the pre-assessment)

- Q5: How many interactions with your college faculty and staff have you had outside of the classroom?
  - 70.85% of students had at least 3 interactions with their college faculty and staff outside of the classroom.
    - HHD: 85.3%
    - STEM: 59.4%
    - MCBE: 67.5%
    - HSS: Unable to collect data for this question because of difference in response coding. A different scale was used.
    - COMM: 65.84%
    - ARTS: 81.25%

Criteria 2- met
83.83% of respondents identified three campus resources that support their academic performance and co-curricular goals. (Q3 in pre and post)

- Q3: Name at least 3 campus resources that support your academic success.
  - HHD: 89% (compared to 87% in the pre-assessment)
  - STEM: 81% (compared to 66% in the pre-assessment)
  - MCBE: 87% (compared to 85% in the pre-assessment)
  - HSS: 81% (compared to 90% in the pre-assessment)
  - COMM: 81% (compared to 77% in the pre-assessment)
  - ARTS: 84% (compared to 79% in the pre-assessment)

Criteria 3- met
83.29% of respondents at least moderately understand the importance of networking and the skills needed to succeed in a university. (Q6 in pre and post)

- Q6: How important is personal and professional networking to your academic success?
  - HHD: 100% (compared to 98% in the pre-assessment)
  - STEM: 100% (compared to 0% in the pre-assessment)
  - MCBE: 100% (compared to 100% in the pre-assessment)
  - HSS: 97.3% (compared to 6.81% in the pre-assessment)
○ COMM: 2.45% (compared to 77% in the pre-assessment) We believe there may be an error in the coding of the data here.
○ ARTS: 100% (compared to 100% in the pre-assessment)

**IMPROVEMENT ACTIONS**
The data revealed an overall positive response to students’ ability to navigate campus resources. All but one of the criteria set were met, and the one that was not met, just missed the mark by a few percentage points. Data will be analyzed by each Assistant Dean and appropriate changes will be made to the curriculum of the individual Academic Themed Housing Community in order to better support students in those areas that were found to be the lowest as well as increase the overall percent. It is also interesting to note the areas where students’ pre-assessment response was higher than their post-assessment or about the same. This planning and any potential changes will be discussed during the summer.

With regards to the assessment and data collection, there were some errors in the data coding. For one question for example, the likert scale used was different from the scale in the survey and used by all other Assistant Deans. These inconsistencies may be due to the fact that each Assistant Dean is responsible for collecting and coding the data for their Academic Themed Housing Community. The Assistant Deans will explore ways to better unify and plan the data collection and analysis process, such as developing a template, providing a training session specific to their assessment process, etc.