

**Fort Hays State University- Division of Student Affairs
Learning Outcomes**

By working with the various departments within the Division of Student Affairs,
Fort Hays State University students will:

- ❖ Develop their skills to communicate effectively
- ❖ Demonstrate intellectual growth
- ❖ Demonstrate continuing emergence of intrapersonal development
- ❖ Engage in healthy behaviors
- ❖ Develop meaningful interpersonal relationships
- ❖ Engage in matters of local, regional, and global social & civic responsibility
- ❖ Appreciate diversity

Sample: (list under applicable Learning Outcomes below)

Department Name

- ❖ **Learning Outcome** (state the Learning Outcome)

Status: (Detail the status of the Learning Outcome)

Effective communication:

Examples of achievement: writes and speaks coherently and effectively; writes and speaks after reflection; able to influence others through writing, speaking or artistic expression; effectively articulates abstract ideas; uses appropriate syntax; makes presentations or gives performances.

Career Services

Demonstrate interpersonal communication and collaborative skills.				
Strategy #1	Success Metric	Process/Outcome Metric	Department	Reporting Notes
Career Ready Competency: Oral Communication	Mock Interview Participation	Process Metric- Track number of student participants in f2f and online mock interview events	Career Services	Student Participation reports pulled from Handshake each semester
	Mock Interview Rubric Results	Outcome Metric- 3-year comparison of rubric outcomes (longitudinal study)	Career Services	Reports will be pulled at the end of each academic year from Aeifs

December 2022 Update
 43 Students participated in Fall 2022 mock interviews
 Fall semester mock interview data analysis of 43 students indicated a mean (average) mock interview score of 199 out of 240 (83% out of 100%); a median score (middle value) of 205 out of 240 (85% out of 100%); and a mode score (most repeated) of 230 out of 240. (96% out of 100%).

May 2023 Update
 22 students participated in spring mock interviews. Rubric data for these students indicated a mean mock interview score of 205 out of 240 (85% out of 100%); a median score of 208 out of 240 (87% out of 100%); and a mode score of 230 (96%).

Strategy #2	Success Metric	Process/Outcome Metric	Department	Reporting Notes
Career Ready Competency: Written Communication	Resume Review Participation	Process Metric- Track number of student resume review participants	Career Services	Student Participation reports pulled from Handshake each semester
	Resume Review Rubric Results	Outcome Metric- 3-year comparison of rubric outcomes (longitudinal study)	Career Services	Reports will be pulled at the end of each academic year from Aeifs

December 2022 Update
 Career Services assisted 146 students with resume reviews. Analyzing resume rubric data of 146 students indicated a mean (average) resume rubric score of 138 out of 180 (77% out of 100%); a median score (middle value) of 140 out of 180 (78% out of 100%); and a mode score (most repeated) of 140 out of 180. (78% out of 100%).

May 2023 Update
 204 student resume reviews were conducted with a mean resume rubric score of 139 out of 180 (77%); a median score of 140 out of 180 (78%) and a mode score of 150 out of 180 (83%).

Health and Wellness Services

- ❖ **Learning Outcome:** Provide at least one outreach activity focused on improving intrapersonal development.
- Status:** Continued to offer Tigers Without Limits, a support group for Tigers who identify as neurodivergent, Circles of Support, a collaboration with FHSU Online to offer virtual support groups for online students, and Yoga & Mindfulness. ECP also hosted outreach sessions with their Weekly Wellness Activities.

Memorial Union

- ❖ **Learning Outcome** After completing onboarding activities, Building Managers will submit time off requests two weeks in advance by noon on Tuesday of that week in When to Work.

Status: All Building Managers submitted time off shifts by the deadline when events were known.

Memorial Union

- ❖ **Learning Outcome** After completing onboarding activities, Custodial/Set Up student employees will understand which supervisor (immediately supervisor, Building Manager, Assistant Director, Director or on call) should be contacted.
Status: This was assessed by monitoring contact with supervisors throughout the semester. All but one of the fifteen Custodial/Set Up student employees complied with the hierarchy of contact. Information is presented at training, posted in the custodial cove, students are encouraged to take a picture of the information, so they have it on their phone, and students are redirected when the correct person is not contacted. Training and communication will continue in the current format.

Memorial Union

- ❖ **Learning Outcome** After completing training, Custodial/Set Up student employees will be able to correctly follow protocols for requesting time off.
Status: Custodial/Set-Up student employees submit time off requests in When to Work at least the week before prior to schedule being posted. If a schedule has been posted, Custodial/Set Up student employees will work with their supervisors to find coverage for their shifts. This was assessed by observation of requests during the semester. Of the 15 Custodial/Set student employees, three would consistently submit time off the day before or day of events even for preplanned events. There were several retraining opportunities presenting a variety of methods including verbal reminder, written notice of expectations, explanations of why submitting in advance is an important skill, and denial of time off request without another peer to fill vacancy. International students seem to struggle more with timely time off requests. We have noted that usually international students will wait until day before or day of to talk to a supervisor regarding planned or unplanned time off. We have reached out to ISS office for advice on how to best communicate expectations regarding deadline for time off requests.

Residential Life

- ❖ **Learning Outcome:** As a result of participating in student staff training for our Residential Life employees, student will be able to explain our conduct sanctioning, purpose of Residential Life, campus resources, and other aspects of their job.
Status:
 - All student staff were able to identify 2 aspects they learned through training.
 - Our Community Assistants felt prepared for Move-in during this school year after Community Assistant training. 98% of our Community Assistants said that they were prepared for move-in after going through training.

- ❖ **Learning Outcome:** By sending out newsletters to our students, they will have a better understanding of what activities are occurring around campus and will be more aware of cultural differences.

Status:

- ❖ Our Professional Staff sent newsletters to students about campus resources and upcoming events. Residential Life had over 700 residents attend events that campus partners hosted through our Tigers on the Move (TOM) programs.

Student Engagement

- ❖ **Learning Outcome:** Create programs that include activities that involve teamwork and utilizes communications skills.

Status: Ongoing

Intellectual growth:

Examples of achievement: produces personal and educational goal statements; employs critical thinking in problem solving; uses complex information from a variety of sources including personal experience and observation to form a decision or opinion; obtains a degree; applies previously understood information and concepts to a new situation or setting; expresses appreciation for literature, the fine arts, mathematics, sciences, and social sciences.

Health and Wellness Services

- ❖ **Learning Outcome:** Provide at least one outreach activity focused on improving intellectual development about a health-related topic.

Status: Dr. Curtis gave a heart healthy presentation that focused on basic cardiac care, as well as encouraging healthy habits.

Memorial Union

- ❖ **Learning Outcome:** After completing onboarding activities, Building Managers will be able to find and complete building closing procedures.

Status: This was assessed by observing Building Managers completing tasks without a guide. Building Managers who completed a walk through prior to closing accomplished this task with less mistakes than Building Managers who only read the guide in advance of closing. In the future, a walkthrough by a trainer who understands closing procedures will be a part of training for new Building Managers.

Memorial Union

- ❖ **Learning Outcome** Building Manager will pass each phase of assessment with a 90% or better score on review of section materials. There are currently 5 phases to be completed.

Status: All three building managers scored 100% on the first phase; all three scored an 88 on the second phase; third phase was incomplete for all three due to availability to complete phase three (set training) in a timely manner; all three scored 100% on phases four and prephase after initial onboarding. New Building Managers struggle to have availability to complete phase III (set training) in a timely manner. Moving forward this will be spread into three different phases to allow more flexibility in hours and scheduling. Phase two will also be adjusted as all Building Managers missed the same question.

Memorial Union

- ❖ **Learning Outcome** Building Manager will be able to find and complete building opening procedures.

Status: This was assessed by ability to recall information without using a guide. Building Managers who completed a walk through prior to opening accomplished this task with less mistakes than Building Managers who only read the guide first. In the future, a walkthrough by a trainer on opening procedures will be a part of training for new Building Managers.

Memorial Union

- ❖ **Learning Outcome** Building Manager will be able to identify which spaces are used for events, storage, and tenant spaces in the Memorial Union and Fischli Wills Center for Student Success.

Status: This was assessed by observing daily work task completion. During observation rounds and calls to on call person, it was noted that all three new Building Managers struggled with spaces which were not used daily for set up needs (example: MU lower level table storage or FWCSS Welcome Center chair rack storage). Training on building layout and storage spaces will be expanded in future years.

Memorial Union

- ❖ **Learning Outcome** After completing training, Custodial/Set Up student employees will be able to identify details of each job task.

Status: Job tasks sheets have been created and posted in Mondo's cove (MU) and 2nd floor cove (FWCSS) with labeled job tasks and details of each task. Student employees are expected to review the list prior to beginning assigned tasks each day. Assessment for this will be adjusted for the future as the follow up for this proved to be difficult due to scheduling.

Memorial Union

- ❖ **Learning Outcome** Student employees demonstrate their job training knowledge while interacting with secret shoppers assessing them.

Status: Student employees learned of their customer service performance during in person interactions with anonymous shoppers. They were assessed on the following: greetings, wearing name tag, work area clean and tidy, distracted by

technology and if they provided the information or services requested by the secret shopper. All of the students passed the assessment but some notes were made of areas that needed revisiting based on the feedback. These areas included: greeting the customer upon arrival, making sure to wear their name tag and avoiding being distracted by technology. Student training going forward with the use of this assessment will focus on the importance of customer service. Explaining the necessary reasoning for greeting a customer upon arrival, having your name tag on and not being distracted by technology while interacting with customers will be stressed during student training as some of the students struggled in these areas.

Memorial Union

- ❖ **Learning Outcome** By participating in onboarding and training student employees will be proficient in completing duties in Victor E. Apparel & Gift Co.
Status: Three returning student employees were assessed on their training knowledge at the beginning of the Fall semester and 3 new students were assessed shortly after their training was complete. Returning student employees had no issues with displaying their trained skills, new employees needed a few retraining pieces on the register side. Four returning student employees were assessed at the beginning of the Spring semester and 2 new student employees were assessed when hired. All the students were able to demonstrate their learned skills by hands on interactions with customers while being assessed by either the store manager or student manager. The skills learned focused on customer interactions from greeting at the door, assisting with item selections, wrapping up at the registers and phone etiquette. Student employee training for new employees is typically completed within a few shifts. I found that it was best to give the new students a couple weeks of getting comfortable in their role before assessing them, too early and they are still a little unsure and nervous. Returning employees seem to do fine with a short verbal refresher on the main training topics and forewarning of upcoming assessments.

Residential Life

- ❖ **Learning Outcome:** As result of participating in Professional Staff training, our full-time staff will have the knowledge to help them fulfill their position duties.
Status: Professional training for our full-time staff encompasses 12-days with the goal of teaching them job fundamentals, including, advising, crisis management, and conduct management among other skills.
- ❖ **Learning Outcome:** As a result of our Community Assistant participating in behind closed doors (a training session to prepare for crisis, involving both emotional, & physical situations) they will be able to appropriately address on call situations.
Status: 98% of our CA's felt prepared to address on call situations.

Student Engagement

- ❖ **Learning Outcome:** Create programs and initiatives that allows students to be creative, challenge their critical thinking, and problem-solving skills.
Status: Ongoing

Intrapersonal development:

Examples of achievement: shows self-respect and respect for others; initiates actions toward achievement of goals; takes reasonable risks; functions without need for constant reassurance from others; integrates multiple aspects of identity into a coherent whole; identifies and commits to important aspects of self; incorporates ethical reasoning into action; acts in congruence with personal values and beliefs; exemplifies dependability, honesty, and trustworthiness; accepts personal accountability.

Health and Wellness Services

- ❖ **Learning Outcome:** Provide at least one outreach activity focused on improving intrapersonal development.
Status: Health and Wellness Services has provided a variety of trainings, groups, presentations and events during this year.
 - Suicide Risk Management course.
 - Partnered with FHSU Massage Therapy on a Holistic Safe Space.
 - Performed a Healthy Minds study for the campus population to guide service delivery.

Residential Life

- ❖ **Learning Outcome:** As a result of participating in our Community Council retreats, students will be able to utilize content in their leadership roles in the halls.
Status: Community Council retreats were performed by each individual Community Director for their specific team. These retreats were the week of September 12th - 16th 2022. Students were able to learn how to run meetings, put on programs, and be a voice for their community.

Student Engagement

- ❖ **Learning Outcome:** Most of our events involve getting students connected with one another.
Status: Continue to help student's breakdown their barriers and help them connect with their peers.

Healthy behaviors:

Examples of achievement: chooses behaviors and environments that promote health and reduce risk; articulates the relationship between health and wellness and accomplishing life-long goals; exhibits behaviors that advance a healthy community.

Health and Wellness Services

- ❖ **Learning Outcome:** Develop at least one process that promotes health and wellness of FHSU students and helps them gain access to resources to accomplish improved healthy behaviors.

Status: Sadie Spurlock added information to the Tiger Thrive Blackboard on managing your mental health while on a study abroad experience.

Memorial Union

- ❖ **Learning Outcome** After completing training, Building Managers will be able to properly lift items needed for sets within the facility.

Status: This was assessed visually by observing individuals completing tasks. All three Building Managers were able to demonstrate proper lift techniques on commonly used items (podium, stage sections, racks of mesh chairs, mity lite tables, aluminum bound tables).

Memorial Union

- ❖ **Learning Outcome** By participating in training with the campus environmental services staff, Building Managers will be able to properly clean bodily fluids accidents with proper cleaning items and safety gear.

Status: This will be assessed by Building Managers being able to articulate the steps in safely cleaning fluids. All three Building Managers could accurately explain the steps to proper cleaning of spaces in the event of accidents.

Residential Life

- ❖ **Learning Outcome:** As a result, in participating in our health & wellness programs, students will have a better understanding of the importance of self-care.

Status: Residential Life has put on 20 planned programs that address the mental and/or physical health of students. Programs that were put on were: Safe Sex Goodie Bags, Alcohol Awareness, Respecting Boundaries, Meditation and Diversity, and more. These planned programs had nearly 200 students attend them.

Student Engagement

- ❖ **Learning Outcome:** Partner with wellness programs to create self-care and supportive experiences.

Status: Ongoing

Meaningful interpersonal relationships:

Examples of achievement: develops and maintains satisfying interpersonal relationships; establishes mutually rewarding relationships with friends and colleagues; listens to and considers others' points of view; treats others with respect.

Health and Wellness Services

- ❖ **Learning Outcome:** Provide at least one outreach activity focused on improving intrapersonal development.

Status: Gina Smith presented on anxiety, depression, and healthy coping skills to local high school students.

Residential Life

- ❖ **Learning Outcome:** As a result of living on campus, students are better able to develop positive personal interactions and interpersonal relationship skills with their roommates and community members.

Status:

- Residence halls offer a variety of welcoming spaces for students to interact with each other and convene as groups. These spaces include community kitchens, study rooms, community lounges and game rooms.
- Based on our Residential Life Annual Student Survey data:
 - 89% of students felt their ability to meet other people was enhanced by living on campus.
 - 92% of students felt living on campus enhanced their ability to resolve conflict.
 - 86% of students felt living on campus allowed them to make meaningful connections with other residents.

Social and civic responsibility:

Examples of achievement: understands and participates in relevant governance systems; understands, abides by, and participates in the development, maintenance, and/or orderly change of community, social and legal standards or norms; appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups; participates in service/volunteer activities.

Health and Wellness Services

- ❖ **Learning Outcome:** Develop a training to better help FHSU students understand different aspects of mental health and/or stigmatized populations

Status: Continued Tigers Without Limits. It is a social support group for students who identify as being Neurodivergent. Those that have Autism are well suited for this group as it creates opportunities to:

- Share information about student support services at FHSU.
- Gain feedback from the group on support services on campus.

- Build environments that foster friendships.
- Be a safe space for members to share special interests.
- Expand member information on a variety of daily living skills including social skills, empathy skills, classroom etiquette, living independently, etc.

Residential Life

- ❖ **Learning Outcome:** Students living on campus have the opportunity to participant in several levels of governance systems, exhibit leadership, learn about and actively participate in challenging social injustice.
- ❖ **Status:**
 - Students living on campus are provided with policies and community standards focused on creating an inclusive and fair community. Students in leadership roles are asked to enforce compliance with these policies. Additionally, all students have the opportunity to participate in community councils, and the Residence Hall Association. These groups offer opportunities to change and challenge policies and community standards.
 - A variety of programming is also hosted throughout the year to encourage students to learn about laws, issues, and social injustice as well as offering the opportunity to engage in creating change. A few of these programs include:
 - Several programs that revolved around alcohol, drugs, and laws of what happens when you get it. Educational impaired Mario cart, explaining alcohol & drug abuse, bulletin boards on consent, etc.
 - More than 10 programs around cultural differences, which ties to social injustice. Some programs include; 72 Seasons, Guess the Currency, walk and talks, and more
 - Programs also on women empowerment that talked about current issues.
 - Programs: Charm your heart, What makes a good friend, & other

Residential Life

- ❖ **Learning Outcome:** Continue is encourage all student organizations to get their service hours each year and to host service events.
- Status:** Ongoing

Appreciate Diversity

Understands ones' own identity and culture. Seeks involvement with people different from oneself; Seeks involvement in diverse interests; articulates the advantages and challenges of a diverse society; Challenges appropriately abusive use of stereotypes by others; understands the impact of diversity on one's own society

Health and Wellness Services

- ❖ **Learning Outcome:** Provide at least one service that is focused on diversity and engaging others with identities and/or cultures.

Status: Worked with SGA on a tabling event for women's health services. This event was designed to be inclusive to anyone who needs these services, including those who may not identify as women.

Residential Life

- ❖ **Learning Outcome:** As a result, in participating in our diversity educational programs, students will have a better understanding for the respect of others.

- ❖ **Status:**

- Residential Life put on and guided residents to over 27 programs that have addressed cultural differences. These programs revolved around Hispanic Heritage month, Black history month, and other areas that tie into culture.
 - 92% of students agree that living on campus has helped their experience to interact with residents who are different from them (IE, race, gender, beliefs)
 - 92% of students say while living in the halls they have felt accepted by other students.

Student Engagement

- ❖ **Learning Outcome:** Continue to help all student populations feel welcome to CSS and out events.

Status: Continue to invest in the diversity student organizations.