

## Student Affairs Learning Outcomes

Each department within Student Affairs have developed program goals/outcomes for their department, while also drilling down into student learning outcomes they wish to achieve over the next 5 years (AY 2017-18 to AY 2021-22).

### Career Services

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#### Program Goals/Outcomes

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**Students who utilize Career Services will be able to:**

1. Acquire knowledge and understand how to navigate job/internship search processes.
2. Develop and enhance professional portfolios for internship and employment acquisition.
3. Obtain employment to further contribute to the creative economy.

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#### Student Learning Outcomes

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**Over the next 5 years, students will be able to:**

1. Complete at least one internship by the time they graduate, with a target internship participation rate of 80%\*.
2. Gain employment in the creative economy within 6-months post-graduation with an employment rate of 85%\*\* related to art and design.
3. Seek advising with a career counselor, with a target of 65%\*\*\* of all students completing at least one session by the time they graduate.
4. Develop and enhance their professional soft skills (organization, time management, communication, etc.) through their student employment experiences.

*\*According to recent internship survey to graduating seniors in 2017, 67% participated in at least one internship by the time they graduated.*

*\*\* Based on Career Success data surveying recent 2016 graduates, 76% of recent alums had a job within 6-months related to their field of study.*

*\*\*\*Based on 2016-2017 data reports from the Career Services database, 300 unique students had a career counseling appointment out of 1082 total students, putting this baseline data point at 28%.*

## Disability Services

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### Program Goals/Outcomes

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#### Students who utilize Disability Services will:

1. Understand their rights and responsibilities under ADA.
2. Develop the skills of self-advocacy necessary to fully engage in campus activities and attain their educational outcomes.
3. Express that they have equal access and opportunity for student achievement.

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### Student Learning Outcomes

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#### Over the next 5 years students will be able to:

1. Move toward degree completion within 5-years, with a target of 55%\*.
2. Articulate their educational needs specific to their academic accommodations, with a goal of 85%\*\* of students registered with Disability Services able to do so.
3. Successfully complete the process to officially request reasonable accommodations through Disability Services.

\*Based on the long term (2005 – 2015) analysis of students that was completed, 41% of students who used Disability Services completed their degree within 5-years.

\*\* Previous assessments focused on whether or not students understood their rights and responsibilities and how to access their accommodations. The question of whether or not they can articulate their educational needs is a new goal. This next year will set the baseline

## International Student Services

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### Program Goals/Outcomes

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#### F-1 students who seek support from International Student Services will:

1. Demonstrate an understanding of F-1 visa rules and regulations as they pertain to United States Citizenship and Immigration Services (USCIS).
2. Show tested comprehension of USCIS employment policies.
3. Negotiate their needs as they relate to F-1 visa rules and regulations
4. Identify appropriate campus resources by accessing Designated School Officials
5. Be knowledgeable of campus student services.

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### Student Learning Outcomes

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#### Over the next 5 years, F-1 international students will be able to:

1. Identify campus resources that contribute to their academic and personal success through targeted orientation programs.
2. Utilize their TISO peer advisor as a helpful resource to assist them in navigating their first year.
3. Actively participate and attend campus programs and events to with a goal of increasing their sense of belonging to Otis College.

## Residence Life and Housing

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### Program Goals/Outcomes

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#### As a result of living in the Residence Hall, students will:

1. Identify and apply decisions that positively affect their wellbeing in their transition to independence.
  2. Articulate the values of living in a diverse environment.
  3. Demonstrate active engagement and recognize social responsibility in a residential artist community.
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### Student Learning Outcomes

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#### Over the next 5 years, students will be able to:

1. Participate in at least two residential programs with a goal of 65%\* participation rate.
2. Demonstrate active engagement across difference among students living together in a residential community, with at least 75%\*\* of students indicating they have benefited from a diverse living environment.
3. Develop relationships and connections across other campus departments and services with at least 80%\*\*\* of all students who live in the residence hall indicating they are involved on campus (e.g. student employment, leadership opportunities, student committees, tutoring, etc.)

\*Based on program data collection in 2016-2017, 47% of total residents participated in at least 2 programs or more.

\*\*Based on residential life survey in spring 2017 with a 40% response rate, 65% of respondents indicated that their understanding of diverse perspectives has changed as a result of living on campus. Within the same survey, 91% indicated they were able to meet individuals with interests different than their own. We will need to ask a more directed question specific to this outcome in future surveys.

\*\*\*No baseline data exists for this but we will plan to collect these engagement data points moving forward through annual residential life survey.

## **Student Conduct**

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### **Program Goals/Outcomes**

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**As a result of interacting with the Student Conduct process, students will be able to:**

1. Explain why College behavioral policies exist.
2. Understand their rights and responsibilities as students engaged in the conduct process.
3. Demonstrate how their actions affect themselves and others.
4. Identify and correct behaviors in order to avoid future violations of the College's policies expectations.

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### **Student Learning Outcomes**

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**Over the next 5 years, students will be able to:**

1. Students will articulate the role of campus policies and demonstrate knowledge and awareness of behavioral expectations through qualitative responses within their written sanctions.
2. Recidivism rate will sit below 7%\*, further indicating the role student conduct plays in educating students about policy enforcement.
3. Demonstrate how their actions and behaviors impact their peers and the community around them.

**\*Based on 2016-2017 academic year, there were a total of 8 repeat offenders out of 86 students found responsible for conduct violations (academic and behavioral), totaling a 9% recidivism rate.**

## **Student Activities**

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### **Program Goals/Outcomes**

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**Students involved in programs and opportunities with Student Activities will be able to:**

1. Plan, develop, and implement successful programs for their peers.
2. Develop a sense of belonging as an Otis College student.
3. Express an increased awareness of diversity and inclusion.

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## Student Learning Outcomes

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**Over the next 5 years, students will be able to:**

1. Demonstrate campus involvement by reporting they have participated in at least one events/program hosted by Student Activities with a target of 50%\* of the total student population.
2. Indicate they have joined a club/organization to further enhance their campus experience, with a target of 25%\*\* of students reporting being involved in at least one student organization or club.
3. Indicate that their peer mentor is important to their new student experience, with a goal of at least 75%\*\*\* of students with mentors reporting they have benefited from the relationship.

\*Current involvement rate for students attending at least one event in 2016-2017 is 33%, based on attendance check-ins.

\*\*In 2016-2017, only 44 students were involved in a club/organization; that is 4% of the total student population.

\*\*\* Based on the mentee survey in spring 2017, with a 34% response rate, 49% of respondents stated they benefited from having a peer mentor.

## Student Health and Wellness Center

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### Program Goals/Outcomes

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**Students utilizing the Student Health and Wellness Center will be able to:**

1. Navigate through the health care system as an educated and confident health care consumer.
2. Demonstrate the ability to understand their treatment plan and make informed medical/psychological decisions regarding their care. Implement self-care practices, healthy coping skills, and problem solving strategies that contribute to their overall health and wellbeing and the health and wellbeing of the student community.
3. Recognize and articulate the changes in their overall well-being and functionality pre- and post-treatment.

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## Student Learning Outcomes

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**Over the next 5 years, students will be able to:**

**Medical (physical health):**

1. Participate in at least one SHWC health promotion program throughout the year, with a goal of 15%\*.

2. Indicate that their medical issue was resolved within one clinic appointment; exceptions in regards to necessary follow up.

**\*Based on 8% participation rate from last large collaborative event with multiple other departments for Alcohol Awareness Day.**

### **Counseling (mental health):**

1. Demonstrate their awareness and ability to access counseling services on campus.
2. Identify the value of Counseling Services on campus and indicate a willingness to recommend and refer their peers to Counseling Services.
3. Articulate improvement (i.e., reduction in symptoms, increase in healthy coping/ stress and symptom management) of students using the counseling center indicating an increase in coping skills and symptom reduction as evidenced by the satisfaction survey and CCAPS data\*\*\*.

**\*\*\*Beginning fall 2017, Counseling Services will be implementing CCAPS as evidence-based practice to collect data from clients.**

## **Title IX**

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### **Program Goals/Outcomes**

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#### **Community members who interact with in Title IX services will be able to:**

1. Identify resources on-campus/off campus that will assist them when dealing with sexual misconduct. (knowledge)
2. Discuss concepts and perceptions related to sexual assault, sexual misconduct, sexual harassment, and consent. (comprehension)
3. Explain how to file a report of sexual misconduct. (comprehension and knowledge)

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### **Student Learning Outcomes**

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#### **Over the next 5 years, students will be able to:**

1. Demonstrate their awareness of how to file a Title IX report with a target goal of 75%\*.
2. Express they believe Otis College is fair and reasonable in their response to sexual misconduct, with a target goal of 65%\*\* of students.
3. Indicate an increased knowledge of what consent is and how to ask for consent as a result of the mandatory online training for all new students.

**\* 2016 – 2017 was the first year we assessed for whether or not students knew how to file a report regarding sexual misconduct. The survey number was not sufficient to make firm conclusions. However, the responses received showed that there is a gap in knowledge of how to submit a report. The next year's assessment will set the baseline.**

**\*\* According to our HEDS (Higher Education Data Sharing Consortium) survey we participated in in Spring 2016, our baseline data point for this specific indicator is 57%.**