

Department: Career Services

1) Davidson 101: Assess all 5 learning outcomes listed for Davidson 101. Method: Through an electronic survey of 5 multiple choice questions sent out half-way through the semester, responses from students who have not taken the Career Services part of 101 will be compared to the responses from students who have to see if a greater percentage of students got the answers correct after taking the course.

Summary of Results: There was an average percentage change of 15% growth in learning from the class, with 2 of the 5 questions being answered correctly by more than 90% of the students.

Implications:

1. We know that students are learning the information that we intend through 101. The increase in percentage of correct responses was 15% after taking the course. The greatest improvement in learning was in:

- a) That Career Services can be helpful all 4 years of college and
- b) that “eCareers” is Davidson’s system for connecting students to opportunities of interest and to employers.

2. We know that the majority of the first year students know the information contained in the 5 questions without taking the course. Specifically, without the course, over 80% of the students knew

- a) that they didn’t need a clear idea of their future upon entering Davidson, and
- b) that the Career Services office is on the top floor of the student union.

This information could be omitted or deemphasized.

3. We know which information we need to emphasize more if fewer students are learning it than we hope. After taking the course, the information that had the lowest percentage of correct responses was:

- a) that there are some stages that cycle over and over in developing and implementing your career goals,
- b) that eCareers is Davidson’s system for connecting students to opportunities of interest to them and to employers, and
- c) that Career Services can be helpful all 4 years of college.

These are areas we could emphasize more.

See the following chart for the questions and the percentage of correct responses:

Question	% correct before taking the class	% correct after taking the class	% change in learning
1. Personally, I think this about career services: The services can be helpful all 4 years of college	65.36%	87.3%	22%

2. Upon beginning Davidson, I should have a clear idea of what I want to do with my future (false).	87.22%	95.22%	8%
3. The Office of Career Services is located: on the top floor of the Alvarez Student Union	80.45%	92.17%	12%
4. In developing your career goals: there are some stages that cycle over and over.	65.92%	80%	15%
5. "eCareers" is Davidson's system for: connecting students to opportunities of interest to them and to employers.	67.04%	84.78%	17%
AVERAGE	73%	88%	15%

2004 – 2005:

1) Sr. Meeting: Assess the educational value of the senior kickoff meeting.

See the following chart for the questions and the percentage of correct responses:

Question	% correct without meeting	% correct with meeting	% difference
1. Career Services can help me with all of the following: 1. writing a resume 2. applying to employers on my behalf 3. translating my skills into viable career options 4. interview preparation 5. contacts with which to network	0% 89% 2% 0% 9%	1% 87% 6% 1% 5%	 -2%
2. The first big part of Senior Success programming is: 1. employer mock interviews 2. Don Asher's "Soar After Davidson" 3. workshops on networking 4. Pigapalooza 5. convocation	3% 89% 6% 0% 2%	0% 90% 4% 1% 5%	 1%
3. It is best to begin applying for positions: 1. right after fall break	0%	0%	

<ul style="list-style-type: none"> 2. right now 3. it depends upon the career fields I'm applying for 4. at home over winter break 5. at the beginning of Spring semester 	<p>40%</p> <p>60%</p> <p>0%</p> <p>0%</p>	<p>13%</p> <p>87%</p> <p>0%</p> <p>0%</p>	<p>27%</p>
<p>4. One of the most common complaints about our students from recruiting employers is:</p> <ul style="list-style-type: none"> 1. students have not researched the employer or the position adequately 2. students are not dressed in proper interview attire 3. students don't have a clear career focus 4. students with a liberal arts degree don't have applicable skills 5. none of the above 	<p>41%</p> <p>2%</p> <p>17%</p> <p>2%</p> <p>38%</p>	<p>100%</p> <p>0%</p> <p>0%</p> <p>0%</p> <p>0%</p>	<p>59%</p>
<p>5. BARC, SLAC, and Metrolina are:</p> <ul style="list-style-type: none"> 1. names of some organizations that recruit Davidson students 2. electronic job boards that post openings 3. Davidson alumni mentor groups 4. off campus interview days/career fairs cosponsored by Davidson 5. all of the above 	<p>30%</p> <p>38%</p> <p>4%</p> <p>13%</p> <p>15%</p>	<p>7%</p> <p>6%</p> <p>0%</p> <p>68%</p> <p>19%</p>	<p>55%</p>
<p>6. "eCareers" is Davidson's system for:</p> <ul style="list-style-type: none"> 1. assessing your skills as they relate to different careers 2. providing a template from which you can build your resume 3. advertising openings for technical careers 4. communicating opportunities for employment and graduate school 5. none of the above 	<p>6%</p> <p>4%</p> <p>6%</p> <p>80%</p> <p>4%</p>	<p>5%</p> <p>4%</p> <p>2%</p> <p>82%</p> <p>7%</p>	<p>2%</p>
<p>7. Students participating in career fairs, on-campus recruiting, and attending panels:</p> <ul style="list-style-type: none"> 1. will build job search skills 2. will influence whether or not employers are likely to return 3. will be making a positive contribution to the community 4. will enhance the likelihood of obtaining a satisfying career 5. all of the above 	<p>4%</p> <p>0%</p> <p>0%</p> <p>0%</p> <p>96%</p>	<p>0%</p> <p>1%</p> <p>0%</p> <p>1%</p> <p>98%</p>	<p>2%</p>
AVERAGE	67%	87%	20%

Department: Office of the Chaplain

As of December 2005, the assessment of the programs described in our Learning Outcomes indicates that the vast majority of intended learning outcomes are being achieved in each of these programs. Based on the assessments, several changes to programs have been instituted. For example, with the Stapleton/Davidson internship, the syllabus has been revised and a few new aspects of the program implemented to help interns in their interactions with each other. Furthermore, we changed one of the internship placement sites. With the Spring Break trip, we used our assessment to revise our syllabus.

Department: Community Service Office

Bonner Scholars Program

Progress to date:

- 1. Transition to an online recording of service hours**
- 2. Strong relationships between advisors and scholars have been established via individual meetings**
- 3. Increased communication with community partners and site supervisors has enhanced scholars' experiences**

Orientation - Two-day introduction to the Bonner Scholars Program

Progress to date:

- 1. Expanded focus of orientation to include sessions on who the students are and what experiences they have brought with them**
- 2. Changed location of retreat closed to central office so that students can orient themselves to the office and so that office staff can be represented at the retreat**

Retreats - A semi-annual retreat that allows the group to come together as one and plan for the year while better understanding the year's expectations.

Progress to date:

- 1. Revamped programs to include student interest and program foci**
- 2. Creation of a leadership group from each class to help facilitate the event**
- 3. Moved location to off-campus to allow student a calmer, more reflective environment**

Patterson Court Council / Service Chairs

While Patterson Court is advised by the Patterson Court Advisor through the Residence Life Office, the Community Service Office consults with the Service Chair for Patterson Court and the respective fraternities and eating houses.

Progress to date:

- 1. Creation of a service calendar**
- 2. Encouraging centralized efforts between fraternities and eating houses**
- 3. Increased communication of fraternity and eating houses leadership and organization**
- 4. Refinement of Patterson Court Service Guide which includes educational and community outreach materials**

Department: Dean of Students

Orientation introduces new students to the people who are instrumental during the new students' first year (academic advisor, hall counselors, etc.), teach students about the relevant resources on campus (Public Safety, Chaplain's Office, academic resources, Student Health Center, etc.), and to create an opportunity for new students to meet each other.

1. Feedback from on-line student survey has been incorporated into the New Student Orientation schedule, e.g. the schedule of events on Thursday afternoon has been adjusted to make better use of that time.
2. New evaluation tool has been developed to better measure learning outcomes from Orientation.
3. Two sessions have been added to the Orientation schedule to further learning outcome goals, e.g. a session on Academic Life and a session which focuses on issues related to respect for oneself and others.
4. Organized focus group of first-year and upper-class students to review strengths and weaknesses of Orientation.
5. Departments and offices participating in New Student Orientation were asked to identify learning outcomes for their components of Orientation and if the outcomes were met.

Program Goals:

The Dean of Students Office provides services to students of color to support and stimulate them academically, socially, and culturally. A comprehensive bridge program is provided for first year students to aid in their adjustment at Davidson College.

1. Changes to the S.T.R.I.D.E. program were incorporated as a result of the feedback received in evaluations, e.g. a session entitled "Making the Most Out of Your Davidson Experience," conducted by two Davidson Alums was added to give students the opportunity to dialogue with people that have experienced Davidson and accomplish some very extraordinary things because of that experience.
2. A new student survey has been developed to measure stated learning outcomes.
3. A Minority Outreach Counselor has been added to the staff to assist in facilitating the needs of students of color.
4. Focus groups were conducted though out the year to give students an opportunity to help shape their Davidson experience.

Department: Patterson Court

During the 2003-2004 academic year, over half of the Patterson Court organizations were in debt to the college and other creditors as the result of poor financial management. During the 2004-05 academic year, additional financial controls and treasurer training were instituted as part of the Patterson Court Standards program. At the end of the 2004-05 ac Currently, only two organizations owed money to the college, one a continuing debt of more than 5 years longevity. Both organizations established payment plans with the College and are meeting these requirements.