**Boston University Outcomes Assessment Inventory of Practice**

Please assist us in building an inventory of useful approaches to assessment to share with other members of the Boston University community by describing a tool or approach that has worked for your School, College, or Program.

**School / College:** Department of Athletics **Program:** Developing Leaders First-Year Orientation

**Title of Practice:** Assessing First-Year Programming

**Purpose:** (What prompted you to design this approach? What information were you seeking? How did the program intend to use results?)

The purpose of the assessment was to examine differences in student-athlete personal characteristics, curriculum effectiveness, and knowledge and skill gains between two first-year leadership development orientation options – a new one-credit course and a non-credit three-session format.

The online pre- and post-survey included a series of demographic items, academic and athletic performance items, leadership and personality Mindset inventories (Dweck), Grit inventory (Duckworth), knowledge and attitudes toward dating violence, and overall satisfaction with the one-credit course and three-session orientation.

Results of this study were to help evaluate and inform departmental programming for student-athletes. Additionally, to determine if there were any shifts in personal characteristics during the new one-credit course and three-session orientation.

**Implementation:** (Briefly, what were the steps for putting the project into practice and what tools or resources did you use? What was the timeline?)

*Timeline*

Summer 2017

* Collaborate with on-campus partners (School of Education, College of Arts & Sciences) for new one-credit course and research approach; determine strategic plan
* IRB: Determine appropriate application, write application, submit protocol
* Determine and implement structure / logistics for student-athlete enrollment
* Design and coordinate curriculum, including course syllabus in alignment with departmental outcomes

Fall 2017

* Align Qualtrics pre- and post-survey with course expectations to elicit participation
* Submit application and collaborate with Boston University Master of Science in Statistical Practice (MSSP) program to help analyze data and results
* Implement curriculum over one-credit course and three-session orientation incorporating campus and community partners (Center for Career Development; Center for Gender, Sexuality, & Activism; College of Arts and Sciences; Dean of Students; Office of the Ombuds; Questrom School of Business; School of Education; Sexual Assault Response & Prevention Center; Wellness & Prevention; alumni; upperclassman; One Love Foundation)
* Pre-survey sent prior to first class / first orientation session
* Post-survey sent prior to final class / third orientation session
* Utilize recruitment materials for follow-up as needed

End of Fall 2017 / Spring 2018

* Analyze data and elicit feedback
* Create and share report with stakeholders including one-credit course and three-session orientation collaborations
* Use results for program improvement and decision making

**Summary of Results**:

*Research differences between one-credit course and three-session orientation:*

* For the one-credit course, there was a **significant** increase in Mindset scores (0.44 on a 7-point scale) with respect to personality (p < 0.05);
* For other constructs, leadership Mindset and Grit, there were no differences.

*Assessment of one-credit course:*

* Between the beginning and end of class, 1 in 5 students reported an increase in coping techniques / behaviors;
* 100% increase in students feeling ‘extremely knowledgeable / skilled’ about their individual strengths;
* Increase from 44% to 70% of students feeling ‘extremely knowledgeable / skilled’ or ‘very knowledgeable / skilled’ about self-management;
* 66% increase in knowledge / skills about individuals or campus resources in place to support / enhance the student-athlete experience;
* Students selected on average 3.8 of the 6 areas where knowledge / skill / personal development increased in the following areas: 1) thinking critically and analytically; 2) acquiring job or work-related knowledge and skills; 3) working effectively with others; 4) developing / clarifying a personal code of values and ethics; 5) habits that contribute positively or negatively to performance; 6) understanding perspectives of various backgrounds.

*Evaluation of one-credit course:*

* 85% of student-athletes report ‘definitely yes’ or ‘yes’ when asked if they would recommend this orientation to incoming student-athletes;
* 78% report the class was relevant to their personal experience;
* 80% report the class was helpful as it pertains to student-athlete performance.

**Comments**:

Qualitative quotes were provided in report including class value, class format, and class leader.

Suggested areas for enrichment: smaller groups / more time to talk with smaller groups; even more hands-on activities; diverse groups; different time of day; mandatory participation for passing grade; more incentivization during class.

Note: Please also include any related documents or materials you are willing to share, such as a survey instrument or rubric.

Upon request:

* Qualtrics survey – pre and post
* Select IRB Materials
* Course Syllabus
* Report