



University Housing Services **Assessing Consent Week Programming** Assessment Report

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Choose One: Learning Outcome Assessment

Date of Assessment Implementation: February 2019

Date of Report: May 2019

Purpose of Assessment:

The purpose of the assessment was to assess whether residents attending the program gained the intended learning outcome and to assess the effectiveness of the RA's programming to meet the program's learning outcome. Additionally, this assessment was to assess students' knowledge on campus resources and their understanding of consent.

Division Learning Outcome Integrative Thinkers - integrating and transferring learning

Targeted Learning Outcome

By participating in one or several Consent Week programs, students will learn various definitions of consent, a better understanding of consent and how consent can be applied in various situations and relationships. Each program will address the general learning outcomes and a specific learning outcome for that individual program. If a student attends each program, they will have learned: about sexually transmitted disease, learned skills that would help students feel more comfortable talking about consent with others, gained a better understanding of stalking and online relationships, and lastly be able to identify warning signs of unhealthy relationships.

Assessment Methodology

For the assessment, I decided to provide students with a pre and post survey. Students were asked prior to the program various questions about their prior knowledge of consent and prior knowledge of campus resources and information that program was going to cover. After the program, students were asked to complete a post survey with questions that measured what they learned.

Results

Pre-Assessment Results:

We had a total of 16 students whom attended one or two consent week programs. All 16 of these students completed a pre and post survey on the program they attended.

In the pre-assessments, I found that most students had a moderate understanding of consent and recalled attending a program on consent such as Title IX, a consent week program from the previous year, or had attended a previous consent program earlier that week. Some students had shared they had not attended a program on consent, which they might not have recalled the Title IX training that every student is required to take. I also found that most students had a general understanding of consent, how to ask for it, and an idea of how it can be applied in other situations: "Yes means Yes", "mutual conscious agreement between two people," "in a respectful, understanding relationship," "asking for permission," and can be applied to giving hugs or touching someone. I also found that most students were able to identify campus resources they could utilize for more information or assistance such as CAPs, and the student wellness center.

Additionally, students shown a general knowledge of STIs, felt comfortable talking about sex, understood stalking, and felt they had an understand and knowledge to be able to identify signs on an unhealthy relationship. Most

students shared they had or felt confident in their knowledge of the topic we were discussing in each program. (13/16, felt strongly and confidently in their prior knowledge).

Post-Assessment Results:

Of those that participated, 11/16 felt strongly that they had gained a better understanding of consent by participating in a consent week program. The 5/16 students felt moderately about the level of understanding they had gained through the program compared to their prior knowledge and what they were intended to learn. 8/16, half of the students whom attended the program felt moderate about learning more about campus resources.

About half of those whom attended the program felt strongly that they gained a better understanding of stalking, STIs, and felt confident talking about sex with their peers.

4/4 didn't feel they learned signals of unhealthy relationships.

Conclusion

Based from the results, students shared they gained a better understanding of consent, how it can be applied in various situations. They demonstrated a better understanding of stalking and campus resources. However, about half of those attended felt moderate about what they gained from the program. In one program, the learning outcome of teaching our students warning signs of an unhealthy relationship was completely missed. The learning outcomes were not fully met with about half of those that had attended. The attendance was also low, it was difficult to assess the level of impact with the low attendance.

Implications for Practice

Based on the results, implications for future practice are:

- Further development of RAs programming skills to meet intended learning outcomes
- More time to further develop learning outcomes with RAs and assist in facilitating programming
- Further collaboration with campus partners to come and facilitate workshops and interact with students
- Market program longer or take further initiative to bring students. We had a low attendance to each program.

Closing the Loop

Based on collected data, I would recommend if we continue this program to collaborate with the office of Survival Advocacy Service and the Women's resource center. I would recommend helping RAs develop stronger programming facilitation skills, and advertise the program weeks prior to have a better turn out. I would recommend having facilitators come and present outside of housing. As a Lead, I would make more time to plan the program with the RAs with more time and assist the RAs further in their planning and facilitation to ensure that we are addressing the learning outcomes appropriately.