



Office of Student Affairs
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Staff member note: Consider where along the “learning cycle” (discover, explore, connect, apply) the learning experience falls for student participants. This may help you better decide which of the below questions/assessment strategies are appropriate to accompany the experience. For very few experiences will using all the questions provide useful assessment data for the experience or for the larger bLUeprint.

Survey Questions:

These questions are designed to be administered through the Campus Labs Baseline system and can be done with either an iDevice or via a web link. The red notations are design instructions for the Baseline staff.

All foundation question bank questions (below) utilize the following Likert scale question response and instructions;

Please indicate your level of agreement with the following statements, *as a result of participating in* **(INSERT NAME OF LEARNING EXPERIENCE)**

1-Strongly Disagree, 2-Disagree, 3-Uncertain, 4-Agree, 5-Strongly Agree

Assessment Strategies: Collaborative Connections

1. I was able to build relationships with Lehigh students
2. I am able to engage in productive dialogue with Lehigh students while incorporating my personal values
3. I was able to build relationships with Lehigh faculty and staff members
4. I am able to engage in productive dialogue with Lehigh faculty and staff members while incorporating my personal values
5. I was able to build relationships with members of the greater Bethlehem community
6. I am able to engage in productive dialogue with members of the greater Bethlehem community while incorporating my personal values
7. I build relationships because I am interested in furthering my involvement with others and with my community
8. I am able to successfully interact with others who express different values from my own
9. I have been in situations where I have needed to alter my method of communication in order to be effective (if they mark agree or strongly agree, the below follow up questions & text box should come up)
 - a. What is one effective communication method you have used during your time at Lehigh?
10. I can articulate at least one way the relationships I have built will enhance my ability to be successful at Lehigh (if they mark agree or strongly agree, the below follow up questions & text box should come up)
 - a. What is one relationship you have built while at Lehigh and how has this relationship helped you succeed?
11. I am able to connect what I have learned from relationships I have built to my academic course work (if they mark agree or strongly agree, the below follow up questions & text box should come up)
 - a. List one way these relationships connect to your academic course work
12. I am able to connect what I have learned from relationships I have built to my co-curricular experiences (if they mark agree or strongly agree, the below follow up questions & text box should come up)
 - a. List one way these relationships connect to your co-curricular experiences



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13. I have integrated new relationships and connections I have built into my life at Lehigh (if they mark agree or strongly agree, the below follow up questions & text box should come up)
 - a. Describe how you will integrate these connections into your life at Lehigh
14. I have integrated new relationships and connections I have built into my life beyond Lehigh (if they mark agree or strongly agree, the below follow up questions & text box should come up)
 - a. Describe how you will integrate these connections into your life beyond Lehigh

Assessment Strategies: Creative Curiosity

1. I was exposed to new knowledge that I was previously unaware of
2. I have a curiosity, ignited by this new knowledge, that I would like to explore further
3. I can articulate at least one way this new knowledge will enhance my ability to be successful at Lehigh (if they mark agree or strongly agree, the below follow up question & text box should come up)
 - a. How do you see this new knowledge enhancing your success at Lehigh?
4. I am able to connect this new knowledge and my academic course work (if they mark agree or strongly agree, the below follow up question & text box should come up)
 - a. List one way this new knowledge connects to your academic course work
5. I am able to connect this new knowledge and my co-curricular experiences (if they mark agree or strongly agree, the below follow up question & text box should come up)
 - a. List one way this new knowledge connects to your co-curricular experiences
6. I can name at least one strategy to integrate this new knowledge into my life at Lehigh? (if they mark agree or strongly agree, the below follow up question & text box should come up)
 - a. Describe how you will use this new knowledge while at Lehigh
7. I can name at least one strategy to integrate this new knowledge into my life beyond Lehigh (if they mark agree or strongly agree, the below follow up question & text box should come up)
 - a. Describe how you will use this new knowledge in experiences beyond Lehigh (ie. internship, co-op, volunteer obligations, etc.)

Assessment Strategies: Identity Development

1. I recognize personal values and beliefs that I adhere to that I had not previously discovered (if they mark agree or strongly agree, the below follow up question & text box should come up)
 - a. Please name the most core value that has been clarified for you as a result of participating in this experience?
2. I have a desire, sparked by recognizing my values and beliefs, to explore the values and beliefs held by my peers and those around me
3. I can articulate at least one way my values and beliefs have shaped how who I am up to this point in my life (if they mark agree or strongly agree, the below follow up question & text box should come up)
 - a. Provide a concrete example of an event in your life that has led you to holding a particular value or belief as important?
4. I can articulate how exploring the values and beliefs important to others in my community will enhance my ability to be successful at Lehigh (if they mark agree or strongly agree, the below follow up question & text box should come up)



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- a. Give an example of how exploring the values and beliefs of others may add to your success at Lehigh?
5. I am able to connect particular values and beliefs or aspects of my identity to my academic pursuits (if they mark agree or strongly agree, the below follow up question & text box should come up)
 - a. List one value, belief or identity characteristic and how it connects to your academic course work
6. I am able to connect particular values and beliefs or aspects of my identity and my co-curricular experiences (if they mark agree or strongly agree, the below follow up question & text box should come up)
 - a. List one value, belief or identity characteristic and how it connects to your co-curricular experiences
7. I can articulate how my actions illustrate my values, beliefs or important aspects of my identity in my life at Lehigh? (if they mark agree or strongly agree, the below follow up question & text box should come up)
 - a. State one value, belief or aspect of your identity and then describe how it is operationalized (lived out in a way observable by others) in your academics or involvements at Lehigh
8. I can identify how my values, beliefs or important aspects of my identity may impact the choices and decision I make regarding my life beyond Lehigh? (if they mark agree or strongly agree, the below follow up question & text box should come up)
 - a. Describe how your values, beliefs or identity aspects might influence or shape your involvement in or choice of experiences beyond Lehigh (ie. internship, co-op, volunteer obligations, job search processes, etc.)

Assessment Strategies: Inclusive Leadership

1. I was able to reflect on the attributes or characteristics I bring to the diverse communities I am a member of
2. I can identify skills that I utilize to guide my decisions, actions, and contributions to diverse communities
 - a. Please list two skills or strategies that you utilize that you believe demonstrate an understanding of inclusive leadership that benefits a community
3. I am able to define the following principles (if they mark agree or strongly agree, the below follow up question & a text box-or multiple depending on if they mark more than one-should come up)
 - a. Leadership
 - b. Citizenship
 - c. Service
 - d. Ethical integrity
 - e. Social justice
 - i. Please define X (insert the term(s) from above they marked as SA or A)
4. I can articulate how my success in my various roles in the Lehigh community could be positively impacted by my ability to incorporate the following principles (if they mark agree or strongly agree, the below follow up question & text box should come up)
 - a. Leadership
 - b. Citizenship
 - c. Service



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- d. Ethical integrity
- e. Social justice
 - i. Give an example of you displaying an understanding of X (insert the term(s) from above they marked as SA or A) and how that enhanced your ability to be effective or successful in a specific role
- 5. I am able to interpret inclusive leadership as it relates to how I interact within the communities I am a part of (if they mark agree or strongly agree, the below follow up question & text box should come up)
 - a. Please define inclusive leadership (text box)
- 6. I am able to personally connect the following skills/principles/concepts to how I approach my academic course work (if they mark agree or strongly agree, the below follow up questions & text box should come up)
 - a. Leadership
 - b. Citizenship
 - c. Service
 - d. Ethical integrity
 - e. Social justice
 - i. Describe how you have used X (insert the term(s) from above they marked as SA or A) in your academic work
- 7. I am able to personally connect the following skills/principles/concepts skills to how I approach my co-curricular experiences (if they mark agree or strongly agree, the below follow up questions & text box should come up)
 - a. Describe how you have used X (insert the term(s) from above they marked as SA or A) in your co-curricular experiences
- 8. I display inclusive leadership in the way I participate in the Lehigh community (if they mark agree or strongly agree, the below follow up questions & text box should come up)
 - a. Describe how you put your concept of inclusive leadership into action in the Lehigh community
- 9. I aware of how I apply inclusive leadership in the ways I integrate myself into the broader community beyond Lehigh (if they mark agree or strongly agree, the below follow up questions & text box should come up)
 - a. Describe how you put your concept of inclusive leadership into action beyond the Lehigh community

Assessment Strategies: Professional Growth & Success

- 1. I have a written personal definition of success (if they mark agree or strongly agree, the below follow up question & text box should come up)
 - a. How much influence do the following have on your definition of success? (Heavily Influence, Some Influence, Little Influence, No Influence)
 - i. Your individual interests
 - ii. What you want to contribute to the world
 - iii. Your parents desires or goals for you
 - b. Please write your personal definition of success (text box)
- 2. I acknowledge the ways I have approached professional growth up to this point in my life (if they mark agree or strongly agree, the below follow up questions & text box should come up)
 - a. Please define in 1-3 sentences how you personally interpret the term“professional growth”



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- b. Choose one of the following statements that most accurately describes the approach you have taken to professional growth up to this point in your life
 - i. I have done little to nothing to grow professionally
 - ii. I have done a minimal amount to grow professionally
 - iii. I have done a moderate amount to grow professionally
 - iv. I have done a significant amount to grow professionally
3. I can articulate at least one way my definition of success will impact my level of engagement or involvement at Lehigh (if they mark agree or strongly agree, the below follow up question & text box should come up)
 - a. Provide a concrete example of engagement or an involvement that is directly influenced by your definition of success?
4. I can articulate at least one way a focus on professional growth will impact my level of engagement or involvement at Lehigh (if they mark agree or strongly agree, the below follow up question & text box should come up)
 - a. Provide a concrete example of engagement or an involvement that is directly influenced by your focus on professional growth?
5. I can recognize how my participation in (INSERT NAME OF LEARNING EXPERIENCE) has meaningfully expanded how I think about success (if they mark agree or strongly agree, the below follow up question & text box should come up)
 - a. Give an example of how this experience or interaction has influenced your interpretation of success
6. I can recognize how my participation in (INSERT NAME OF LEARNING EXPERIENCE) has meaningfully expanded how I will approach professional development in the future (if they mark agree or strongly agree, the below follow up question & text box should come up)
 - a. Give an example of how this experience or interaction will influence your approach to professional development
7. I am able to connect my experience with (INSERT NAME OF LEARNING EXPERIENCE) to my definition of success as it relates to my academic pursuits (if they mark agree or strongly agree, the below follow up question & text box should come up)
 - a. List one specific point that you learned that you can utilize to ensure your approach to your academic pursuits will ultimately lead to you achieving your definition of success
8. I am able to connect my experience with (INSERT NAME OF LEARNING EXPERIENCE) to my definition of success as it relates to my co-curricular experiences (if they mark agree or strongly agree, the below follow up question & text box should come up)
 - a. List one specific point that you learned that you can utilize to ensure your involvement in co-curricular experiences will ultimately lead to you achieving your definition of success
9. I am able to connect my experience with (INSERT NAME OF LEARNING EXPERIENCE) to how I approach professional growth related to my academic pursuits (if they mark agree or strongly agree, the below follow up question & text box should come up)
 - a. List one way your academic pursuits connect to professional growth
10. I am able to connect my experience with (INSERT NAME OF LEARNING EXPERIENCE) to how I approach professional growth related to my co-curricular experiences (if they mark agree or strongly agree, the below follow up question & text box should come up)
 - a. List one way your co-curricular experiences connect to professional growth



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11. I can identify how having an integrated view of success and professional growth will impact my life at Lehigh? (if they mark agree or strongly agree, the below follow up question & text box should come up)
- Describe how having an integrated view of success & professional development might influence your academic or co-curricular involvements at Lehigh
12. I can identify how having an integrated view of success and professional growth will impact my life beyond Lehigh? (if they mark agree or strongly agree, the below follow up question & text box should come up)
- Describe how having an integrated view of success & professional development might influence or shape your involvement in or choice of experiences beyond Lehigh (ie. internship, co-op, volunteer obligations, job search processes, etc.

bLUeprint Qualitative Assessment Strategies

The below assessment strategies were interpreted from the, “*Classroom Assessment Techniques*,” book by Thomas A. Angelo and K. Patricia Cross (citation in footer). These strategies were chosen with specific bLUeprint Foundations for Student Success in mind, though they could be translated to other foundations or learning experiences. Additional assessment strategies can also be found in the “CAT” resource book.

Moderate Engagement Qualitative:

Minute Paper (CAT pg. 148-see citation below)-*Inclusive Leadership*

Instructor stops class two or three minutes early and asks students to respond briefly to some variation on the following questions: What was the most important thing you learned today? What questions do you need to ask and personally reflect on? This allows the presenter to quickly know how well students understand the concept.

- Example Questions:
 - How has participation in this experience helped you identify the attributes or characteristics you bring to a community?
 - How has participation in this experience helped you identify skills that you can utilize to guide your decisions and actions?
 - How has participation in this experience influenced your personal definition of inclusive leadership?
 - How has participation in this experience helped you connect the concepts of inclusive leadership to how you approach your academic course work? In your co-curricular involvement?

Application Card (CAT pg. 236-see citation below)-*Creative Curiosity*

Students are given an index card and asked to write down, at least one possible, real-world application for what they have just learned

- This allows the presenter to quickly know how well students understand the concept and how it can be applied or transferred to a variety of situations.

Profiles of Admirable Individuals (CAT pg.267-see citation below)-*Collaborative Connections*



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Students are asked to write a brief, focused profile of an individual whose values, skills, and/or actions they greatly admire.

- This assesses what students value by asking them to explain what they find admirable about an individual and why. It asks student to assess their own values and feedback on the responses of other students helps them to realize that there are several sets of values in play.

Double Journal Entry (CAT pg. 263-see citation below)-*Identity Development*

Students are asked to write two entries noting their ideas, assertions, values and beliefs and the personal significance of these ideas.

Part I: Students are asked to identify a particular value, belief, assumption, assertion about their identity that is meaningful or significant to them on some level or in some certain situation

Part II: Students are asked to explain why this identity was chosen, the personal or social significance of this identity, and they may respond to specific ideas, prompts or arguments from the presenter or other students related to the chosen identity.

- This illustrates to the presenter what identities are the most salient to students and how they respond to dissonance helps to demonstrate to the presenter what is most meaningful about that identity to students

One Sentence Summary (CAT pg. 183-see citation below)-*Professional Growth & Success*

Students write one sentence that answers the questions, “What is your definition of success, when, where, how and why did you develop this definition?” into a single sentence summary

- Assesses how concisely, completely and creatively a student can summarize a significant piece of information (their definition of success and it’s influences)

Intense Engagement Qualitative:

Concept Map (CAT pg. 197-see citation below)-*Creative Curiosity*

Students are asked to visually draw a diagram starting with the concept or “new knowledge” given in this opportunity and then connecting it to other major concepts, ideas, values, involvements.

- This illustrated to the presenter how their knowledge is not a standalone point of learning for the student, it shows the integration points that the student identifies where this knowledge could be practically connected or applied for them personally

Focuses Autobiographical Sketch (CAT pg. 281-see citation below)-*Identity Development*

Students write a 1-3 page sketch focused on their understanding of the unique values and beliefs they have developed and where those came from and how they have been challenged and/or affirmed

- This illustrates for the presenter the depth and breadth of understanding the student has about the foundational components that make up their identity, it also shows where in the process of development

Annotated Portfolio (CAT pg. 208-see citation below)-*Professional Growth & Success*



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Students choose a central theme (success or professional growth) and respond to it with artifacts that illustrate how they have pursued success or professional growth throughout the learning strategy

- Assesses how creatively and critically students can connect and interpret the various components of their experience as they relate to a larger abstract theme

Analytic Memo (CAT pg. 177-see citation below)-*Inclusive Leadership*

This requires students to write a one page analysis of a specific discrepancy or issue that they are facing after participating in an event or experience. In this case, the event would be a Learning Experience. This is a good reflection activity.

- Examples:
 - Please describe a time how your particular values and beliefs impacted an ethical decision that you faced.
 - How will your current personal definition of Inclusive Leadership impact future ethical decisions that you may face?