

Wells College Student Life Division Student Learning Assessment Plan

January 2008

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I. Mission Statements

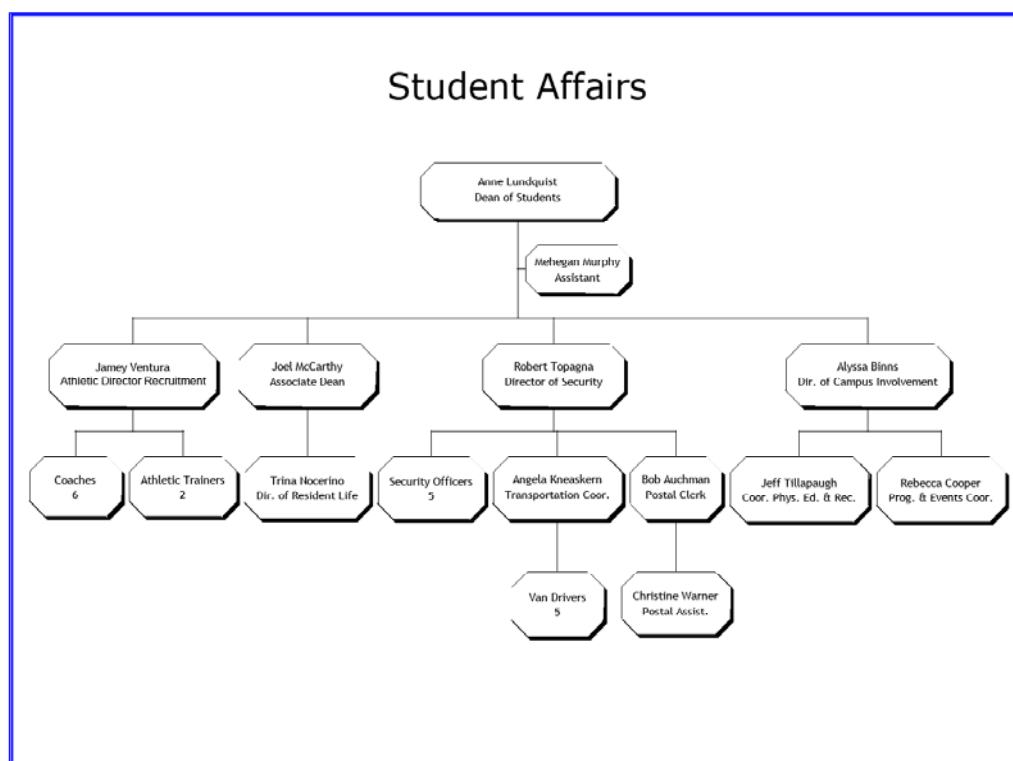
Wells College

The mission of Wells College is to educate students to think critically, reason wisely, and act humanely as they cultivate meaningful lives. Through Wells' academic program, residential atmosphere, and community activities, students learn and practice the ideals of the liberal arts. The Wells experience prepares students to appreciate complexity and difference, to embrace new ways of knowing, to be creative, and to respond ethically to the interdependent worlds to which they belong. Committed to excellence in all areas of its reach, Wells College equips students for lifelong learning and for sharing the privileges of education with others.

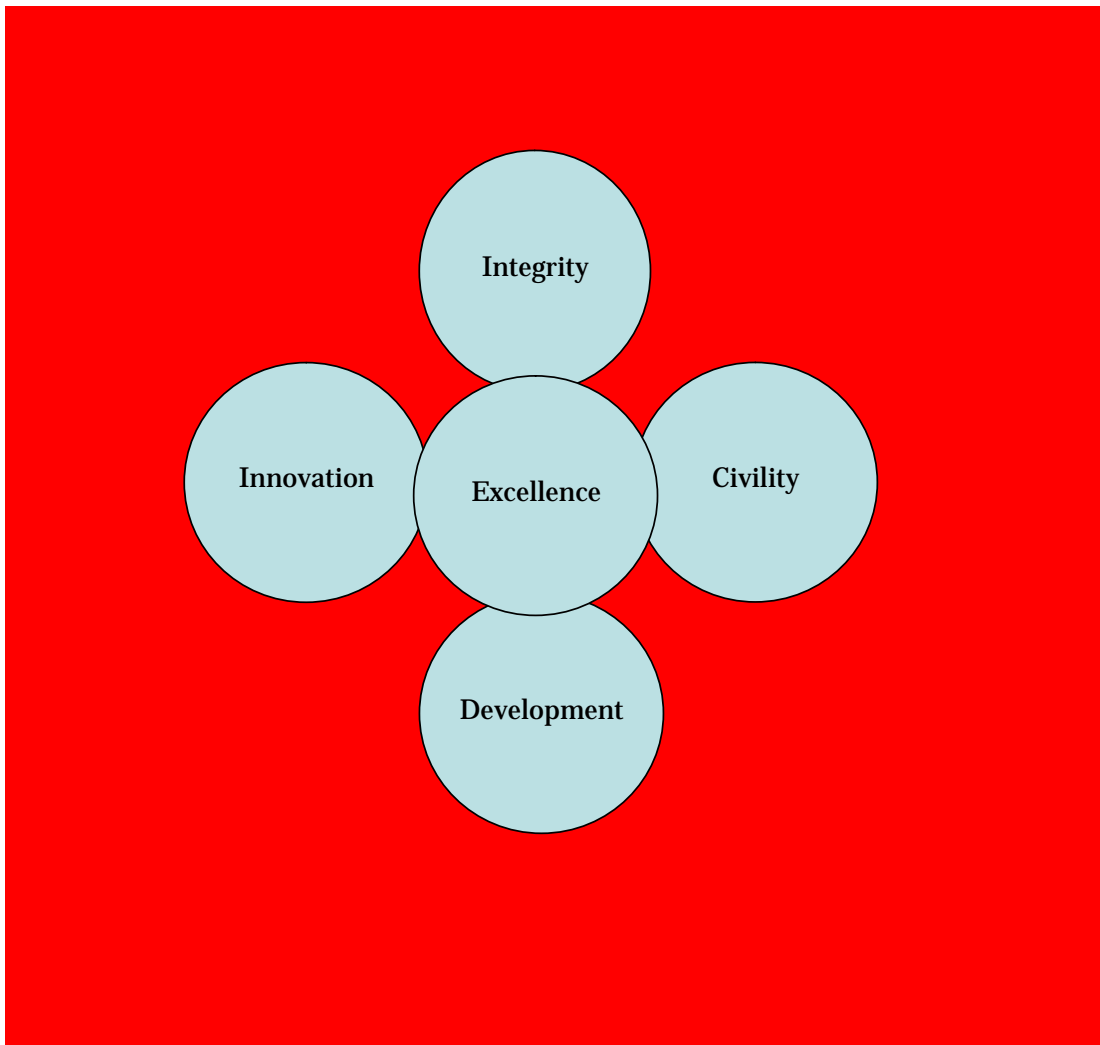
Student Life Division

Investment in the Wells College community requires courteous regard for self and others through words, actions, behaviors and choices. In accordance with the Wells College Mission, Community Standards Statement and Honor Code, the Student Life Division aspires to cultivate a socially responsible community comprised of knowledgeable students of integrity. Student Life staff partner with students to design policies, programs, practices and opportunities to assist students in developing life skills, perspective, civility, competence, compassion, responsibility and vision for citizenship in an intercultural society. In addition, staff members in the Student Life Division at Wells College strive to embody a collaborative, cooperative and sustainable team approach that expects personal and interoffice accountability.

II. Student Life Division Organizational Chart



III. Student Life Division Core Values



Integrity

- Do what we say we will do
- Be the change we want to see
- Deal directly with conflict
- Be fair and consistent
- Create authentic relationships

Civility

- Demonstrate respect and appreciation for others
- Praise in public, criticize in private
- Celebrate diversity
- Care for and celebrate one another

Innovation

- Encourage risk-taking
- Be creative problem-solvers
- Seek new ideas and programs
- Collaborate
- Embrace change

Development

- Support others to achieve their potential
- Provide honest and direct feedback
- Be intentional
- Develop new knowledge and best practices
- Recognize and reward success
- Serve our community and our world

IV. Student Learning Goals

KEY

RL = Residence Life and Student Conduct

CI = Campus Involvement

ATH = Athletics

S&S = Campus Safety and Security

Goal One: Students will demonstrate regard for themselves and others.

LEARNING OBJECTIVES

Students will be able to...

1. Effectively negotiate positive relationships.
2. Articulate the meaning of the Student Conduct Code and the Honor Code.
3. Understand how their culture and background influences their personal development.
4. Articulate their personal values and identity.
5. Practice environmentally sustainable living.
6. Demonstrate civility.
7. Demonstrate respect for diversity in all its forms.

Goal Two: Students will develop the skills needed to effectively collaborate and communicate with others.

LEARNING OBJECTIVES

Students will be able to...

1. Share communal living, learning and social space with their peers.
2. Understand and follow the Honor Code and the Student Conduct Code.
3. Advocate for themselves.
4. Consider diverse perspectives.
5. Recognize the importance of working collectively toward a common goal.
6. Listen effectively.
7. Share ideas effectively (verbally and in writing).
8. Function as effective members of a group.

Goal Three: Students will develop the skills needed to be effective members of a global society and to cultivate meaningful lives.

LEARNING OBJECTIVES

Students will be able to...

1. Set personal and group goals.
2. Appropriately manage stress.
3. Articulate systems that govern their behavior.
4. Manage their time effectively.
5. Manage finances effectively.
6. Maintain and improve their physical, mental and emotional health.
7. Make decisions based on set goals and priorities.
8. Become life-long learners.

V. Action Steps to Achieve Learning Goals and Objectives

Goal One: Students will demonstrate regard for themselves and others.

We'll help students achieve the learning objectives by...

1. Working with students to create and implement Living Agreements. **RL**
2. Developing programs that foster roommate interactions. **RL**
3. Creating a Conflict Medication Board. **RL**
4. Facilitating individual judicial meetings or Community Court meetings with students who are in violation of the Student Conduct Code and/or Honor Code. **RL**
5. Implementing educational sanctions for violations of the Student Conduct Code and/or Honor Code. **RL, S&S**
6. Designing a residential discussion series focused on diversity education. **RL**
7. Facilitating conversations about personal values and judgment. **RL, CI, S&S, ATH**
8. Promoting and supporting a wide variety of groups and organizations. **CI, ATH, RL**
9. Practicing and educating about energy conversation. **CI**

10. Offering community service opportunities for the campus and local community. **RL, CI, ATH**
11. Utilizing NCAA resources on Hazing, Diversity to provide educational opportunities for student-athletes and the campus. **ATH, CI**
12. Providing and discussing code of conduct guidelines for all students. **RL, CI, ATH, S&S**

Goal Two: Students will develop the skills needed to effectively collaborate and communicate with others.

We'll help students achieve the learning objectives by...

1. Creating and implementing Community Standards in each residence hall. **RL**
2. Discussing the meaning of the Honor Code and Student Conduct Code. **RL, CI, ATH, S&S**
3. Having students sign the Honor Code. **RL**
4. Informing students of available resources and support services. **RL, CI, ATH, S&S**
5. Discussing and modeling a variety of effective communication strategies. **RL, CI, ATH, S&S**
6. Including all students involved during conflict resolution meetings. **RL, CI, ATH**
7. Facilitating conversations regarding difference. **RL, CI, ATH, S&S**
8. Presenting ethical dilemmas. **RL, CI, ATH, S&S**
9. Providing leadership training based on shared goal setting and teamwork. **RL, CI, ATH, S&S**
10. Offering workshops on effective listening and communication skills as a part of ongoing leadership development series. **RL, CI, ATH**
11. Promote and support an active Student Athlete Advisory Council (SAAC) **ATH**
12. Enforce team rules and guidelines and abide by the sportsmanship themes of the NEAC and the NCAA. **ATH**
13. Collaborating with Academic Affairs to promote student learning and success. **RL, CI, ATH, S&S**

Goal Three: Students will develop the skills needed to be effective members of a global society and to cultivate meaningful lives.

We'll help students achieve the learning objectives by...

1. Creating and implementing programs on planning and effective time management. **RL, CI, ATH**
2. Facilitating conversations about personal ethics, values and decision-making. **RL, CI, ATH, S&S**
3. Implementing Wellness programming. **RL, CI, ATH, S&S**
4. Informing students of available resources on campus. **RL, CI, ATH, S&S**
5. Develop intentional Healthy Lifestyles Learning Communities. **RL**
6. Implement programs and discussions focused on the appropriate use of language. **RL, CI, ATH**

7. Inform students about the relationship between the Student Conduct Code and the laws of society. **RL, S&S**
8. Further develop the Community Court system. **RL**
9. Enforcing deadlines. **RL, CI, ATH, S&S**
10. Offering organized and efficient practice and competition environments. **ATH**

VI. Measurable Outcomes

We'll know students are achieving the learning objectives because they will...

1. Join groups and organizations based on their values, identities and interests.
2. Hold each other accountable for their Living Agreements.
3. Articulate what they learned from their educational sanctions in the judicial process.
4. Communicate their personal values, ethics and biases effectively and respectfully.
5. Hold each other accountable for Community Standards.
6. Utilize the Community Court system.
7. Appropriately confront others.
8. Articulate their feelings and emotions respectfully and appropriately.
9. Identify their stress triggers.
10. Practice personal wellness.
11. Articulate the consequences of their actions.
12. Participate in service to the campus and larger community.
13. Practice energy conservation and sustainable best practices.
14. Demonstrate good sportsmanship.
15. Relate to one another with mutual respect.
16. Successfully participate in meetings, programs, events and team/group activities.
17. Articulate individual roles within a group and demonstrate their commitment to that role.
18. Clearly state policies and college information.
19. Meet deadlines, be punctual and manage multiple deadlines.
20. Articulate the consequences of their actions.
21. Appropriately state their biases, feelings and emotions.

VII. Means of Assessment of Outcomes

We'll confirm that students are meeting the learning objectives by...

1. Reviewing Living Agreements.
2. Hosting focus groups.
3. Reviewing Community Standards Statements.
4. Administering electronic surveys and questionnaires.
5. Utilizing program evaluations and student feedback forms.
6. Tracking disciplinary violations and sanction completion rates.
7. Documenting and reviewing bias related incidents.
8. Reviewing Community Court cases and sanctions.

9. Tracking club and organizations rosters, groups mission statements and year-end reports.
10. Participation numbers in sponsored programs and events.
11. Reviewing budget reports from the business office.
12. Reviewing student exit data.
13. Working with Career Services to review graduate surveys.
14. Tracking student-athlete individual and team GPAs.
15. Tracking NEAC and NCAA playoff appearances.
16. Utilizing the CAS Standards.

VIII. Management and Operational Goals

The following goals impact student learning and are related to the Student Learning Goals above. However, they are operational in nature and thus are listed separately. For the purposes of this report, the Division of Student Life has set the following 3 goals and identified objectives for each. During the Spring 2008 semester we will create measurable outcomes and means of assessment and incorporate them into our June review and August 2008-2009 Student Learning Assessment Plan.

Goal Four: Create a competent, efficient, and caring Division well-respected by students, faculty and staff.

OBJECTIVES

1. Create Division-wide Core Values and ensure that all staff operate from that framework.
2. Provide professional development, in-service and training opportunities for Division staff.
3. Create a positive relationship with faculty and with other campus departments.
4. Update and improve web pages and other online communications.
5. Work with the Faculty Athletics Representative (FAR) to establish an Intercollegiate Athletic Advisory Board.

Goal Five: Implement policies, procedures and initiatives that support a functional, safe and secure environment.

OBJECTIVES

1. Work with various departments to create and maintain a central calendar for all campus events.
2. Revise, streamline and update housing and residence life policies and processes.
3. Develop and implement a Bias Incident Protocol.
4. Annually review policies and procedures in the Community Handbook and revise as needed, working with appropriate groups and departments.

Goal Six: Increase student retention and satisfaction to meet the enrollment goals of the college.

OBJECTIVES

1. Develop a comprehensive Enrollment Management Plan to address the enrollment needs of the college through 2012.
2. Coordinate programs and services for entering students (including Wells Warm Up, Orientation, Wells 101, Wells 111, advising, publications and communications, etc).
3. Assess and accommodate housing needs for 2008-2009 and beyond.

IX. Use of Assessment Data

2007-2008 Assessment Planning Timeline

August 2007	Set preliminary goals and action steps
September 2007	Finalize 2007-2008 Goals and Action Steps
October 2007	Departments complete Learning Objectives, Measurable Learning Outcomes and Means of Assessment
January 2008	Complete Student Life Assessment Plan and send to Assessment Committee
Spring 2008	Receive feedback on Assessment Plan from Assessment Committee; review division and department assessment plans.
May 2008	Review division and department goals and objectives; do preliminary goal-setting for 2008-2009
June 2008	Review Assessment plan.
July 1, 2008	Finalize 2008-2009 Goals and Action Steps Complete 2008-2009 Student Life Assessment Plan and Annual Assessment Report.
August 2008	Submit Annual Assessment Report to Assessment Committee.

Assessment Review and Planning Meetings Summary

(as of January 2008)

The Student Life Division met as follows:

- October 2006:** Division Directors met for one-day workshop to review Strategic Plan and set goals for 2006-2007.
- March 2007:** Division Directors reviewed progress on 2006-2007 goals and began preliminary discussion of development of the Assessment Plan.
- June 2007:** Student Life staff reviewed 2006-2007 goals and objectives in a one-day retreat. In addition, Dean Speaker met with the group to outline the goals and requirements of the Assessment Plan.
- August 2007:** Division Directors and Student Life Staff Division staff met in a two-day retreat. In addition to other items, the group set goals and priorities for 2007-2008 and outlined Assessment Plan components.
- September 2007:** Student Life staff finalized 2007-2008 Goals and Action Steps at a weekly Staff Meeting.
- October 2007:** Dean of Students, Anne Lundquist, Associate Dean of Students, Joel McCarthy, and Athletics Director for Development, Lyn LaBar, met with Rod Napier of The Napier Group to work on Division Effectiveness and create an action plan for goal-setting and team development.
- December 2007:** Student Life staff met with Barbara Walvoord (Fellow Emerita of the Institute for Educational Initiatives, and Concurrent Professor Emerita of English, University of Notre Dame) to discuss basement plans and initiatives.
- January 2008:** Student Life staff met with Cindy Speaker to review existing institutional data and discuss timeline for completion of the Assessment Plan.
- January 2008:** Division Directors engaged in a 3-day strategic management planning retreat with Rod Napier of the Napier Group.

In addition, Student Life Departments did the following:

RESIDENCE LIFE

November 2006	External Review of Residence Life and Student Conduct By Tammy Alt (University of North Carolina at Greensboro) and Emily Johnson (Greensboro College).
September 2007	Assessed and Completed Educational Goals (included on website)
September 2007	Finalized Mission and Philosophy Statement (included on website)
October 2007	Administered Residential Questionnaire to Assess Student's Residential Needs
November 2007	Collected and Assessed Resident Advisor Programming Data
December 2007	Assessed Resident Advisor Performance Based on Student Feedback

CAMPUS INVOLEMENT

December 2007	Campus Involvement staff met to review job descriptions and to begin developing a 3-5 year strategic plan.
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CAMPUS SAFETY AND SECURITY

October 2007	External Review of Campus Safety and Security by Jeff Hart, MA, J.D., (Research and Policy Assistant to the Vice President for Student Life/Director of Security, Gonzaga University)
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DEPARTMENT OF ATHLETICS

August 2007:	Athletic staff met for a 1 day retreat to develop 2007-2008 departmental goals that tied in with student life goals and the mission of the college.
September 2007:	Athletic Staff finalized departmental goals and action steps.

October 2007:

Director of Athletics met with Fall sports teams to administer a survey on how student athletes handle their time management.

November 2007:

Director of Athletics met with Fall Sports teams to administer an evaluation on coaching staff and athletic trainer.