

Student Learning Assessment Plan Wells College Student Life Division

Submitted by Anne Lundquist, Dean of Students
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EXECUTIVE SUMMARY

The Student Life Division spent considerable time (as a whole, and within individual departments), developing three learning goals:

1. Students will demonstrate regard for themselves and others.
2. Students will develop skills to collaborate and communicate effectively with others.
3. Students will develop skills to be engaged members of a global society.

Programs and services in the Division of Student Life derive from the Division Mission and the learning goals. The Division conducted a number of surveys and focus groups throughout the year to measure various aspects of student learning, success and satisfaction. Results were used to improve programs and services. With the learning objectives now clearly in place, each Student Life Department is creating an assessment timeline and articulating the specific items they intend to measure. A specific goal for this year is to communicate assessment results more effectively and expediently to students, faculty and staff.

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 promotes personal and interoffice accountability.

II. Student Life Division Staff

Dean of Students' Office

Anne Lundquist, Dean of Students

Open, Assistant to the Dean of Students

Residence Life

Joel McCarthy, Associate Dean of Students

Trina Nocerino, Director of Residence Life and International Student Services

Campus Involvement

Elly Ventura, Director of Campus Involvement

Jeff Tillapaugh, Coordinator of Physical Education and Recreation

Becca Cooper, Program and Events Coordinator

Security

Bob Tapogna, Director of Security

Ken Hampton, Evening Supervisor, Security

Security Officers: Mary Buchal, Chris Daloia, Dave Gonza, Deborah Hunter, Jeff Lupo,

Caleb Weaver

Transportation, Mail Services and Conferences

Mehegan Murphy, Coordinator of Transportation, Mail Services and Conferences

Van Drivers: Erin Becker, Scott Gross, Tom Gruver, Jim Hyland, Cheryl Jackson, Michael Kowal, George Schaeffer, Marge Witty

Athletics

Jamey Ventura, Director of Athletics

Aaron Bouyea, Sports Information, Compliance and Events Director

Mike Paolini, Men's Soccer and Golf

Joe Wojtylko, Men's Basketball

Drew Gross, Women's Tennis and Schwartz Center Director

Trish George, Swimming and Assistant Schwartz Center Director

Deb Pickering, Head Athletic Trainer

Adam Long, Assistant Athletic Trainer

Open, Field Hockey and Lacrosse

Open, Women's Basketball and Softball

III. Student Learning Goals

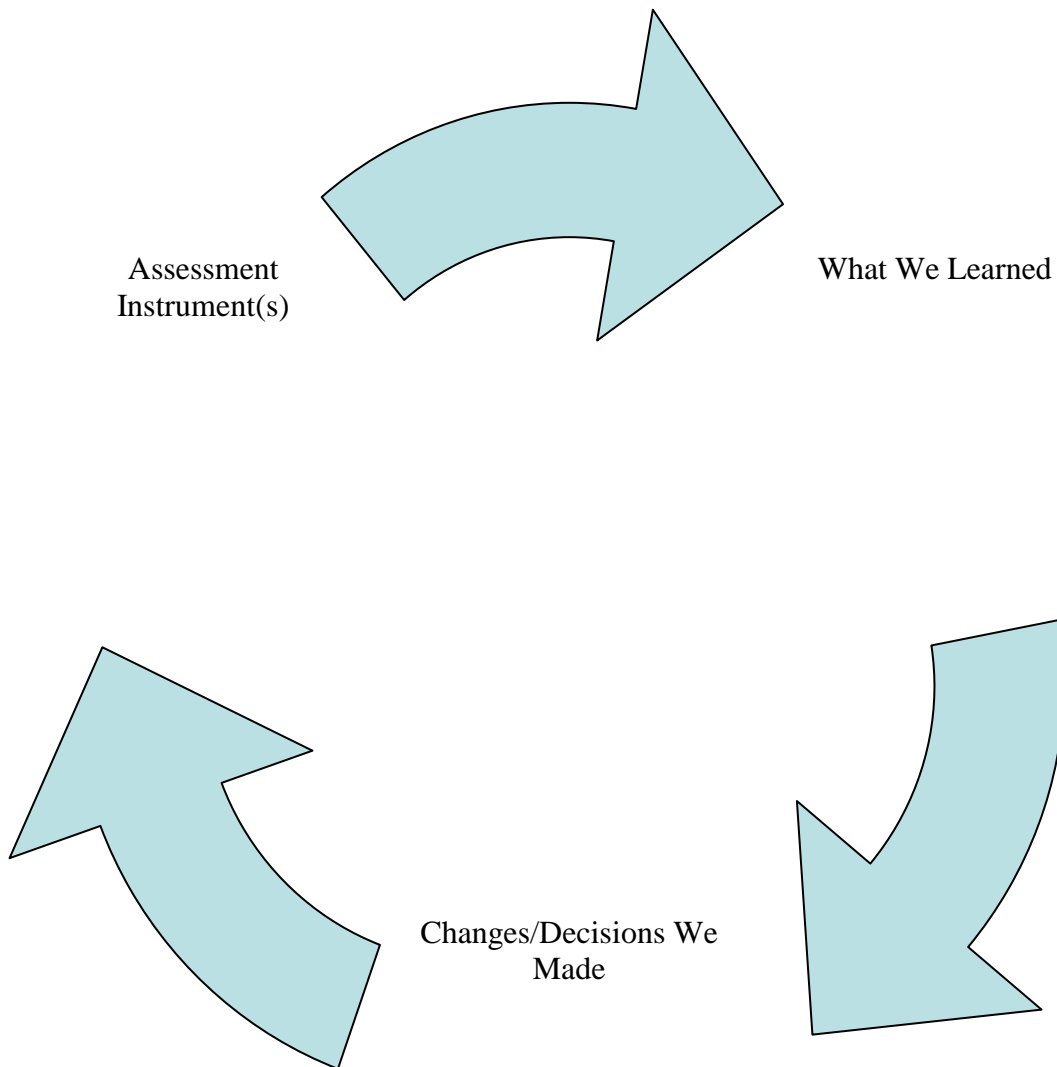
<i>Goal One: Students will demonstrate regard for themselves and others.</i>	<i>Goal Two: Students will develop skills to collaborate and communicate effectively with others.</i>	<i>Goal Three: Students will develop skills to be engaged members of a global society.</i>
<i>Students will be able to:</i> <ul style="list-style-type: none"> ✓ <i>Articulate personal values and identity.</i> ✓ <i>Understand how culture and background influence personal development.</i> ✓ <i>Effectively negotiate positive relationships.</i> ✓ <i>Demonstrate respect for difference.</i> ✓ <i>Articulate the meaning of the College Mission, Community Standards Statement and Honor Code.</i> 	<i>Students will be able to:</i> <ul style="list-style-type: none"> ✓ <i>Share communal living, learning and social spaces with their peers.</i> ✓ <i>Advocate for themselves.</i> ✓ <i>Consider diverse perspectives.</i> ✓ <i>Work collaboratively toward a common goal.</i> ✓ <i>Listen and share ideas effectively.</i> 	<i>Students will be able to:</i> <ul style="list-style-type: none"> ✓ <i>Set personal and group goals.</i> ✓ <i>Appropriately manage stress.</i> ✓ <i>Create and articulate systems that govern their behavior.</i> ✓ <i>Maintain and improve their physical, mental and emotional health.</i> ✓ <i>Manage time effectively.</i>

IV. Use of Assessment Data

The Student Life Division spent considerable time (as a whole, and within individual departments), developing the learning goals outlined above. In addition, the Student Life Division conducted a number of surveys and focus groups throughout the year to measure various aspects of student learning, success and satisfaction. However, because the Assessment Plan was not fully developed until February 2008, the assessment instruments are not tied as directly to the learning objectives as they will be going forward.

With the learning objectives now clearly in place, each Student Life Department is creating an assessment timeline and articulating the specific items they intend to measure. The Dean of Students is also working with the Associate Academic Dean to create a campus-wide Assessment Timeline so that the college as a whole can have a better sense of

what surveys are administered when, what they measure and assess and do a better job of articulating and distributing results. The Student Life Division plans to spend more time evaluating existing institutional assessment data in order to make appropriate changes and improvements in the Student Life area. We will be intentional during the 2008-2009 academic year in on-going assessment of survey and focus group instruments as we conduct them, as well as reporting in a more timely manner to students, faculty and staff on results and resulting action steps. We intend to engage in a continual cycle of improvement based on assessment measures, as indicated by the chart below:



Below is a list of key assessment measures utilized during the 2007-2008 academic year and the resulting changes or action items for 2008-2009.

ORIENTATION 2007

<i>Assessment Instrument</i>	<i>Administered</i>
<i>Online first-year survey</i>	August 2007
<i>Wells 101 Faculty discussion</i>	September 2007
<i>Email survey of staff involved in Orientation</i>	September 2007
<i>Staff discussion of Orientation</i>	September 2007

Assessment Findings

107 first-year students completed the online Orientation survey administered in August. Overall, they rated their Orientation experience as follows:

1 (poor)	0%
2 (not good)	1.5%
3 (good)	20.9%
4 (very good)	55.2%
5 (excellent)	13.4%

Evaluations for specific Orientation events assisted us in identifying the programs that best served first-year student's interests and needs. Programs with the highest ratings included Playfair, the Residence Life Socials, the Honor Code Ceremony, Equalogy (theatre performance about dating violence and sexual assault), the student Talent Show, sessions with Academic Advisors and the Welcome Back Barbeque.

Overall, students reported that their Orientation Leader was very good (37.3%) or excellent (41.8%). Students also rated their RA as very good (22.4%) or excellent (50.8%) during Orientation. In terms of their adjustment to college, students indicated that by the end of Orientation, they felt sufficiently acclimated to Wells (24.2%--somewhat; 42.4%--well-acclimated; 28.8% very acclimated). Students also provided specific observations and suggestions that would have made their experience more beneficial for them.

In addition to the student evaluations, we asked all staff and faculty who participated in Orientation to provide email feedback about the strengths and weaknesses of the program from their perspective. We held a discussion with the Wells 101 faculty, who were directly involved through their role as academic advisors and book discussion facilitators. We provided a written list of the feedback provided to faculty and staff and held a discussion with staff about Orientation.

Resulting Changes/Action Steps

Based on the results of the assessment strategies, we have retained the basic outline of the Orientation program for August 2008. We have also made several significant changes, listed below:

1. Created a separate Transfer Student orientation program with a focus on academic issues and transition to Wells specifically (rather than transition to college in general).
2. Revised the Wells 111 model, now spear-headed by Associate Dean, Cindy Speaker, and Director of Campus Involvement, Elly Ventura. The revised model will allow for many key transition programs and discussions to take place in an ongoing way throughout the first semester, rather than just during the few days of Orientation in August.
3. Improved the Orientation Leader selection process and created ongoing roles and responsibilities for OLs as peer mentors throughout Wells 111.
4. Re-instituted the Wells Warm Up program, hosting 3 pre-orientation campus visit days in April and July, 2008 when students learned more about the college, course registration, had their IDS made, learned about the Globe and email, etc. Over 100 new students and their parents participated in Wells Warm Up.
5. Improved the Wells College History and Traditions information for new students by creating a vibrant PowerPoint presentation and including the Collegiate Cabinet officers and class officers in presenting the material to new students.
6. Implemented a Student Leader Training for all OLs, RAs, Collegiate officers, class officers, Community Court and Onyx editorial staff. This will assist in ensuring that key student leaders are well informed about campus initiatives and priorities and that they are effective communicators with new students.
7. Added a Work Study job fair to the Orientation program to ensure a better fit for new students with their campus employment.
8. Improved check-in procedures, including the set-up in the Sommer Center, new signage, etc.

EXTERNAL REVIEW OF CAMPUS SAFETY AND SECURITY

Assessment Findings

In October 2007, Jeff Hart, Research and Policy Assistant to the Vice President for Student Life and Director of Security at Gonzaga University, conducted an external review of the Wells College Safety and Security Department. The purpose of the campus visit was three-fold:

- 1) To obtain an on-site observation of the Wells College Campus Safety and Security operation;
- 2) To get a sense of campus culture and how it relates to the security function;
- 3) To review federal Campus Security Act (Clery) compliance prior to completing a CSA compliance assessment.

Mr. Hart spent one full day in meetings with individuals and groups. The following half-day was also spent in meetings with some additional time for document review in the Security office. In preparation for the visit, he reviewed selected Wells College webpages, the current *Community Handbook* (electronic version), the draft of the proposed annual Clery publication (electronic version), the Emergency Response Plan (electronic version), the Student Resource Officer Policies and Procedures manual (electronic version), and a variety of other electronic documents related to specific aspects of Security department operations. While on campus, he reviewed the hard-copy of the Security department procedures manual,

documents and forms related to the transportation function, and some typical security reports.

In addition to the Clery Act (which Mr. Hart addressed in a detailed Clery Compliance Table with specific recommendations for compliance improvement), Mr. Hart focused on the following areas during his observations and conversations on campus:

- popular perceptions and support for the department and personnel
- big picture assessment of the department operation
- areas of improvement for operational efficiency
- areas for professional development
- risk management considerations
- potential synergies for a student affairs-oriented department

Mr. Hart made the following prioritized recommendations:

- 1) Systemize department operations and establish performance outcomes, for both regular officers and student employees;
- 2) Provide the department with role clarification and enculturation into a student affairs-based model of safety, security and service;
- 3) Provide training that builds upon the role clarification and identity efforts and reinforce the systemized operation and performance outcomes;
- 4) Explore changes related to conditions of work such as compensation, benefits and shift depth/coverage.

Mr. Hart recommended that the first step be to establish a greater sense of order and organization within the department. While some security functions may be carried out in informal ways, much of them should be done in a way that is consistent, predictable, verifiable, measurable and defensible. This requires formalizing policies and procedures, documentation of activity, performance outcomes and standards. If (or perhaps when) a significant traumatic incident occurs on campus, the college and department will be scrutinized as to what happened and why, but it will also be scrutinized as to standard practices and norms over time. Mr. Hart also noted that the department lacks a clear identity unique to Wells College and its place within the student affairs function. Beyond the basics of running a department that is orderly and efficient, a priority should be to provide some role clarification and enculturation.

Mr. Hart noted that student employees represent a significant opportunity for the department in terms of cost-savings and fostering student development. Student employees also represent a significant area of risk. Clear performance expectations and role clarification, consistent supervision, training and retraining and skill building will create a positive environment for student employees. Working with students in an employment capacity is an opportunity to provide leadership training and development that integrates teaching and learning, academics and experience. The choice of a supervisor who can also be a mentor should be carefully considered.

In addition to Mr. Hart's review, Director of Security, Bob Tapogna, provided a year-end report to the Dean of Students with statistical information about the Security Department procedures and workload. Security Officers responded to over 10,000 service and assistance calls in 2007-2008. In addition, they provided over 1220 escorts for students, faculty, staff and visitors and provided building security services (locking and unlocking doors, etc) over 3100 times. They responded to 70 false/accidental fire alarms and issued

over 540 parking tickets. They responded to over 55 medical incidents and made over 350 ID cards.

Resulting Changes/Action Steps

After Mr. Hart's visit, we engaged in a search for a new Director of Security. We received a strong number of applicants for the position and while the search was underway, Joel McCarthy served as the Acting Director of Security. While in that role, Joel met regularly with the Security Officers, made changes in the physical layout of the Security Office, and established greater consistency with procedures and protocols, especially those that interface with the Department of Residence Life.

In January 2008, Wells hired Bob Tapogna to serve as the Director of Safety and Security. Bob has reviewed the recommendations of the 2007 Security External Review and has begun to make improvements to serve the campus community more efficiently and professionally. In conjunction with the security officers, he developed a mission statement for the department.

Campus Safety and Security

The Campus Safety and Security Department represents the public safety needs of the Wells College community. Officers endeavor to enforce college rules, regulations and laws of New York State in an impartial manner while embracing respect for cultural diversity and individual uniqueness. The mission of the Campus Safety and Security Department reflects the overall mission of Wells College seeking to educate students to think critically, use good judgment and contribute to good citizenship of the campus community. The culture of the Campus Safety and Security department reflects one of a service orientation. The Department strives to set standards of individual officer conduct to be one of integrity, honesty and empathy for others. Campus Safety and Security is active in conducting prevention programs designed to allow community members to have a productive and rewarding experience at Wells College.

The following additional action items have been taken:

1. The President's Cabinet approved the Critical Incident Response Plan (consistent with higher education best practices and homeland security recommendations). It is available on the web site and is being implemented and communicated to campus departments, faculty and students.
2. Security Officers have received additional professional development and training to improve their public relations, report writing and investigative skills.
3. Bob has worked with the Dean of Students and Sue Edinger, Aurora Inn Manager, on coordinating protocols and emergency and incident response between Wells College properties on campus and in the Village.
4. Bob has worked with Tom Gunderson, Superintendent of Buildings and Grounds, to clarify the boundaries of all campus property to ensure appropriate enforcement

- and surveillance by officers as well as accurate crime statistic reporting in compliance with the federal Clery Act mandates.
5. Bob is coordinating with local law enforcement and emergency response officials to share information and develop protocols and procedures for Wells College consistent with local, state and federal procedures and mandates.
 6. Bob is also conducting a feasibility assessment of implementation of emergency notification systems, such as text messaging, horns/sirens, etc.
 7. Bob is working closely with the College insurance company's loss control representative to strengthen safety controls and reduce risk to the college.
 8. Office Mary Buchel is revising the Student Resource Office program and training for all student employees in Campus Safety and Security.
 9. A bike patrol program was implemented in Spring 2008.

CAMPUS CLIMATE SURVEY

<i>Assessment Instrument</i>	<i>Administered</i>
<i>Online Student Campus Climate Survey</i>	March 2008?

Assessment Findings

In March 2008, the Office of Campus Diversity and the Office of Student Life administered an online survey to students regarding Campus Climate. 70 students completed the survey, with a low number of male students (9), students of color (11), international students (3) responding. There was a high rate of women (87%), White (84%), and LGBT (27%) who responded to the survey. Steve Gilchrist, Joel McCarthy and Anne Lundquist met to discuss the survey results on two occasions. In addition, Dr. Gilchrist led a discussion with all members of the Student Life Division in April 2008. The following results were summarized and drafted by Dr. Gilchrist and will be shared with various campus constituents in fall 2008 for further consideration and to generate additional action items other than those noted below.

Results of the survey indicate that, in general, the campus climate for students at Wells is positive. Students are interested in engaging with students from diverse backgrounds and the majority of students who responded interact regularly with people from diverse backgrounds. The lowest percentage of interaction was with international students at 33%. 96% of respondents enjoy talking with someone with a different perspective. And 88% say that they make an effort, or somewhat of an effort, to meet someone from a different background.

Campus Interactions

Overall, the majority of respondents talked about sexism, religion, race, LGBT issues, and socio-economic issues with someone from a different background. Those that did not talk with someone from a different religion were highest at 30%. The majority of respondents characterized their conversations about sexism, religion, race, LGBT issues, and socio-economic issues as being either mostly positive or both positive and negative in nature. 78% of heterosexual students have interactions with someone of a different sexual orientation with 91% feeling comfortable talking about LGBT issues. 76% of students said they participate in intercultural activities sometimes or often.

Safe and Respectful Environment

Overall, students feel safe to express their perspectives on campus and in the classroom. 74% felt that they could express their views on campus without being attacked. 85% of students do not feel judged in class by their professors while only 62% feel the same with regards to judgment by their peers. When asked if they are treated fairly, only 66% answered they agree or somewhat agree. 73% of respondents said that instructors are supportive of diverse learning styles. 91% feel that they are listened to by their professors, 79% by their advisors, 80% by their peers, and 65% by staff.

90% of LGBT students agree or somewhat agree that the classroom provides an environment in which they can express their perspective without fear of judgment by the instructor. 47% agree or somewhat agree they can express their perspective in the classroom without fear of judgment by other students. 74% of LGBT students say then can state their perspective without fear of attack by others on campus.

Of students of color who responded, 65% agree or somewhat agree that they can express their perspectives without being attacked by others. 72% feel listened to by peers, 90% by their professors, 73% by their advisors, and 82% feel listened to by staff. 73% of students of color believe that the classroom provides an environment where they can express their perspective without fear of judgment by the instructor. The rate is lower when it comes to judgment by their peers at 64%.

Commitment to Diversity

Student respondents' perspective on Wells' commitment and action on diversity and inclusion hovers in the mid-range. 66% said they feel that understanding diversity, inclusion, and intercultural issues are an important part of their education at Wells. 50% believe that the college has made diversity, inclusion, and interculturalism a priority. And only 55% said that Wells is preparing me to live and work in a diverse and intercultural society.

The percentage of students of color who feel that Wells is not committed to diversity and inclusion is higher than the general response rate. 83% disagree or somewhat disagree that students understand that diversity, inclusion, and intercultural issues are an important part of their education at Wells. 72% disagree or somewhat disagree that Wells College is preparing me to live and work in a diverse and intercultural society. 73% believe that the college has not made diversity, inclusion, and interculturalism a priority.

Discrimination

The highest rate of experienced or witnessed discrimination (often or occasionally) is sexual orientation at 64%. Gender is at 53%, economic class at 33%, race/ethnicity at 30%, and religion at 24%. 38% of students do not know where to go when they witness or experience a bias incident.

73% of LGBT students have occasionally witnessed or experienced discrimination based on sexual orientation and gender. 46% of students of color have witnessed or experienced discrimination (occasionally or often) based on race/ethnicity.

Miscellaneous

A majority of respondents felt comfortable with conflict and view it as necessary in the learning process. However, 19% say they do not have the skills or knowledge to resolve conflict and 39% of student feel that the do not have the skills or knowledge to resolve *intercultural* conflicts.

Other miscellaneous feedback from students include 75% do not believe that there is open and regular communication from the college on important decisions. 46% see no venue to express their perspectives. And only 52% have been asked to reflect on how their identity affects interpersonal and intergroup relationships.

Resulting Changes/Action Steps

Several action steps have already been taken and more are in the works for 2008-2009:

1. The Office of Institutional Diversity is drafting a Diversity Strategic Plan for Wells College. The Division of Student Life constricted heavily to that document and has a series of action items within the overall plan.
2. The diversity committee structure was revised and changed in spring 2008. The Student Diversity Committee is now a part of the Collegiate Committee structure.
3. The President's Committee on Diversity, Inclusion, Interculturalism and Globalism was formed in spring 2008. This group, consisting of several senior administrators, faculty members and students, is working on the Diversity Strategic Plan as well as one-year action plans for Wells College.
4. The Office of Institutional Diversity, the Dean of Students Office and the Office of Alumni Affairs have collaborated to create a Students of Color Mentor Program. A meeting with Alumnae of Color was held in New York City in April 2008 and a one-year action plan for launching the mentor program is in place for 2008-2009.
5. A Bias Incident Protocol and Policy was developed in spring 2008. It is now included in the Community Handbook. Educational sessions for students, faculty and staff on how to respond to and report incidents of bias on campus are planned for 2008-2009.
6. The Office of Student Life will follow up with new students to ensure an accurate reporting of their race and ethnicity for federal reporting purposes. This will allow Wells College to more accurately track retention, attrition, graduation rates and academic success of under-represented student groups as well as provide programs and services for those constituent groups.
7. AFA and EMT will explore scholarships and financial aid options for students of color and other under-represented groups in 2008-2009.
8. Trina Nocerino was hired in August 2007 to serve (in addition to her role as Director of Residence Life) as International Student Services coordinator. In conjunction with Steve Gilchrist and John Wells (Off Campus Study) several programs are in place for fall 2008, including a host family program for international students. In addition, orientation for international students was improved for August 2008.
9. Joel McCarthy continues to work with Steve Gilchrist on the creation and implementation of a formal Intergroup Dialogue program. In April, 2008, the first Intergroup Dialogue program occurred. Select students, faculty and staff were invited to participate in a two hour dialogue focused on topics of diversity including religion and ethnicity.
10. The Department of Athletics received a grant from the NCAA in spring 2008 and brought a speaker on Diversity to Wells College. Over 100 students, faculty, and staff participated and the sessions were well-received. Plans to hold the sessions again in 2008-2009 are in place.

11. An “Inclusive and Intercultural Excellence Meeting” is being planned by the P-DIIG committee for fall 2008 to:
 - a. Create shared meaning of diversity, interculturalism, and inclusion for Wells College.
 - b. Deepen staff, students, and faculty knowledge of diversity, interculturalism, and inclusion.
 - c. Provide practical skills for staff, students, and faculty.
 - d. Affirm Wells’ commitment to diversity, interculturalism, and inclusion.
 - e. Create and sustain momentum for organizational change related to diversity, interculturalism, and inclusion.
 - f. Engage the entire campus.

“SUCCESSFUL WELLS STUDENTS” FOCUS GROUPS

<i>Assessment Instrument</i>	<i>Administered</i>
<i>2 Focus groups with selected Wells Students</i>	April 2008

Assessment Findings

Dean of Students, Anne Lundquist, and Associate Dean, Cindy Speaker, conducted 2 focus groups with first-year, sophomore and junior students. Students with the following characteristics were identified: GPA of 2.5 or higher, involved in at least 2 activities on campus; no major disciplinary record. Students were emailed to request their participation. Those who responded in the affirmative were sent a pre-discussion questionnaire, asking about their involvement at Wells, their classroom experience, their residential experience and their support systems. A total of 22 students completed the questionnaire and participated in one of the two discussion sessions.

Based on the written responses and the group discussion, the following major items emerged:

Academics

- concerns about course scheduling and availability of classes
- positive feeling about small class size and intimate dialogue with faculty
- need for more academic support services

Admissions

- questions about the types of students being admitted to Wells
- a desire to have a more active role in the admission process (interview of students, more representation on AFA, etc).

Communication, Decision-Making and Trust

- confusion over who “the administration” is
- A desire for more open meetings, information-sharing, input on major decisions
- Request for more transparency in decision-making
- A realization that students need to be educated on how the college governance structure works, including student government

- A desire to have a “say” in decisions
- The need to update the web site so that it becomes an accurate and timely source of information

Housing

- praise for the new housing options
- concern over the differential pricing for single rooms
- questions about ability to meet future housing needs with enrollment growth

Retention

- a sense that we are losing students because they haven’t felt “heard”
- a need to revamp Orientation and do a better job of communicating with new students about resources, information, tradition, etc
- concern for students who aren’t involved and suggestions about how to improve that

Student Governance and Representation

- lots of discussion about the effectiveness (or lack thereof) of the current student committee and student governance structure
- the need for better mechanisms to obtain student input
- an awareness that students need to take initiative and responsibility for their own experience

Best experience so far at Wells

- odd/even
- the faculty
- learning from peers
- being able to “do it all” (academics, social life, athletics, clubs)
- lots of fun things to do
- how beautiful the campus is

Most difficult experience thus far at Wells

- Main going coed
- men being blamed
- students not being consulted about changes
- ineffective communication
- lack of respect between men and women
- rumor mill
- discouraged students who feel that nothing will change or improve

Other issues and comments

- new faculty and staff don’t seem to know how things are done, therefore they can’t be the best resource to students
- Stratton Hall: a very positive improvement
- the need to stress and emphasize the Honor Code

Resulting Changes/Action Steps

The results for the Focus Groups will be shared with senior administrators so that they can be passed along to appropriate staff members. In addition, they will be shared with AFA and EMT. AFA and EMT in particular should consider the results as a part of ongoing enrollment management and retention efforts.

Within the Student Life Division, the following action items have resulted:

1. The implementation of a comprehensive Student Leader Training program in August for all RAs, OLs, Collegiate Cabinet, class officers, and Onyx Editorial staff. The training will include information about how the college works, discussions about how to improve communication, a review of the student governance structure and discussions about improved communication between students and administrative offices.
2. Web and Globe updates have been made over the summer to ensure that accurate information is available in a timely manner to students.
3. The Dean of Students will provide information to all faculty members at the Day for Faculty about Community Court procedures, information about responding to student concerns and ways to use the Globe to access accurate information about Student Life Division programs and services.
4. The Dean of Students and the Vice President and Academic Dean are working with Dean's Council on a program/workshop on Academic Honesty and plagiarism.
5. A summer newsletter was mailed to all students in July 2008 to update them on changes that took place over the summer and prepare them for arrival in August.
6. Changes were made to the locations of several offices in order to make them more accessible to students. The Office of Residence Life Director was moved to a prominent location in Main Building and the Collegiate Cabinet was provided an office in Main near the RA Office. The Community Court was provided an office with a conference table for community court hearings.
7. Improvements were made to the Sommer Center and Dining Hall to provide a more welcoming and student-friendly atmosphere.

RESIDENTIAL SURVEYS

<i>Assessment Instrument</i>	<i>Administered</i>
<i>Residential Questionnaire</i>	September 2007
<i>Resident Advisor Program Evaluations</i>	September 2007
<i>Housing Committee Survey</i>	March 2008

Assessment Findings

Residential Questionnaire:

The Office of Residence Life created the Residential Questionnaire/Survey to gain information about what expectations students had regarding their residential experience.

166 students out of 520 responded to the questionnaire for a response rate of approximately 32%. The questionnaire items each related to one of the Wells College Residence Life Educational Goals: Personal Development, Academic Success, Community Development, Citizenship.

Students' responses revealed several trends in each of the goal areas:

- **Personal Development**—the examination and clarification of one's own beliefs, values and identities.

The highest percentage of respondents felt that they could identify a value or belief that is important to them.

- **Academic Success**—the utilization of resources and development of skills to achieve one's scholarly goals.

The highest percentage of students indicated that they set an academic goal for themselves, and identified "maintaining a specific GPA" as a main academic goal.

The highest percentage of students indicated that they believe they can achieve the goal they set.

Students identified their floor environments, academic resources on campus, peer interaction and their own initiative as factors influencing (either positively or negatively) their ability to achieve their goals.

- **Community Development**—the participation in an environment in which all members are mutually valued and supported, and members recognize the impact their decisions have on others.

The highest percentage of students indicated that they felt comfortable expressing their beliefs in their residence hall.

Students identified communication, degree of prejudice in among their peers and their own confidence/initiative as factors contributing to their comfort expressing their beliefs.

- **Citizenship**-- the act of becoming an informed and active member of local and global communities in pursuit of a healthy economy, environment and society.

All students who responded were able to identify an important issue; the responses reflected a range of understanding of "global." Responses ranged from addressing issues of diversity and tolerance on campus, to raising awareness of specific world/national crises such as genocide in Darfur, environmental awareness, poverty and gender equity.

Resident Advisor Program Evaluation:

Following each residential program, Resident Advisors submitted program evaluations designed to measure student satisfaction regarding our programming structure. We learned that the majority of our students are satisfied with the programs that the RAs

conduct throughout the majority of the academic year. However, it was clear that students were not satisfied with the programs that occurred during the beginning of the Fall 2007 semester. Specifically, students reported that more programs in the “community development” area needed to occur.

Housing Committee Survey:

The Office of Residence Life and the Housing Committee distributed a survey designed to assess the needs of our students regarding the physical structure of our Residence Halls. 225 students took the survey for a response rate of 45%. We learned:

- Main Building is the most popular Residence Hall (36%)
- The majority of our students prefer a single room (56%)
- The majority of our students want cable TV in the Residence Halls (62.7%)
- Students were divided (even split) regarding Main Building becoming Co-ed

In regards to facility improvements/renovations, students identified the following 10 items as “most important” to them:

- Improved Wireless Internet Connections
- Improved Internet Speed
- Improved/Better Smoking Policy
- Beautify Dodge Residence Hall
- Improve Heating System in Main Building and Glen Park
- Upgrade Bathrooms in Main Building and Glen Park
- Increase the number of washers and dryers available
- Increase campus lighting
- Increase the number of Vending Machines/Gaming Equipment
- Provide additional housing options for upper-class students

Resulting Changes/Action Steps

Residential Questionnaire:

Due in part to the information discovered in the Residential Questionnaire, we have made the following changes:

- Resident Advisors will receive additional training on our Educational Goals which include Personal Development, Academic Success, Community Development and Citizenship.
- In regards to Academic Success, we have identified specific locations in each of our Residence Halls where students can study.
- We have further developed our two Healthy Lifestyles floors, creating a Healthy Lifestyles Community Contract and programming model.
- We developed and implemented Living (roommate) Agreements.

Resident Advisor Program Evaluations:

Due in part to the information discovered in our Program Evaluations, we have made the following changes:

- Developed an intentional Seven-Week Residential Curriculum focused on “Community Development” that will occur during the first seven weeks of the Fall 2008 semester.

Housing Committee Survey

Due in part to the information discovered in our Housing Committee Survey, we have made the following changes:

- We added two new housing options for upper-class students. One option is an apartment complex for students with junior or senior standing. The second option is a Sustainability Learning Community, also open to juniors and seniors.
- We added additional housing options for men, including making part of Main Building co-ed.
- We are currently working with Time Warner Cable on the possibility of offering cable service in all our residential living spaces.
- Our two new housing options will have cable television service as well as wireless internet.
- We have a new smoking policy; our entire campus is smoke free including our residence halls. Residence Life staff attended the smoking policy summit hosted by Le Moyne College.

SUSTAINABILITY SURVEY

<i>Assessment Instrument</i>	<i>Administered</i>
<i>Online Student Sustainability Survey</i>	April 2008

Assessment Findings

The Office of Campus Involvement and the Coalition for a Sustainable Wells constructed and presented this survey to the entire campus in April 2008. 51% of students and 50% of faculty/staff/others completed the survey. 51% of the student respondents were members of the Class of 2011. 33% of the faculty respondents were from the Social Sciences Department. Ecological sustainability was found to be “Quite Important” or “Extremely Important” to 78% of respondents. On issues of overall wellness and sustainability, mental and emotional wellness, energy efficiency, healthy air quality, and reduction of waste were found to be the most important; organic eating and local food products were found to be the least important. Over 80% of the campus community said they would likely participate in a campus wide sustainability program.

When asked about Sustainable Living Potentials for Wells, 79% of the respondents indicated that they would be extremely supportive of an obvious recycling system, over 50%

of them were willing to participate in simple acts such as turning off the water while brushing their teeth and turning off the lights when leaving a room.

Resulting Changes/Action Steps

Information from the Sustainability Survey was used in a number of ways:

1. Moved forward with an institutional recycling program.
2. A grant was submitted by the Coalition for a Sustainable Wells, a group formulated in Student Life, to promote sustainable initiatives on campus. The National Recycling Coalition approved Wells College for this grant in April 2008 for 25 recycling bins. These bins will be distributed throughout campus and a clear and revised recycling system will be implemented beginning in the fall of 2008.
3. The information from this survey also inspired collaboration among the Division of Student Life, Psychology and Social Sciences departments. Information obtained in class labs by students was exchanged and collected in order to keep the student initiatives going after the classes ended.
4. The President asked members of the president's cabinet and of the Coalition for a Sustainable Wells to review the American College and University Presidents Climate Commitment Statement determine feasibility for Wells. Members consisted of: the Vice President of Development, Professors from the departments of Psychology and Biology/Environmental Studies, the Director of Facilities, and representatives from Student Life. It was decided that President Ryerson will sign the Commitment in the Fall of 2008 .

X. 2007-2008 Assessment Review and Planning Meetings Summary

The Student Life Division (and departments) met as follows:

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.
	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	Student Life staff finalized 2007-2008 Goals and Action Steps at a weekly Staff Meeting.
October 2007	<p>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.</p> <p>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).</p> <p>Director of Athletics completed the Department of Education Gender Equity report for sponsored varsity programs.</p>
December 2007	<p>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.</p> <p>Campus Involvement staff met to review job descriptions and to begin developing a 3-5 year strategic plan.</p>
January 2008	<p>Student Life staff met with Cindy Speaker to review existing institutional data and discuss timeline for completion of the Assessment Plan.</p> <p>Division Directors engaged in a 3-day strategic management planning retreat with Rod Napier of the Napier Group.</p> <p>Director of Athletics completed the NCAA Gender Equity Report for sponsored varsity programs.</p>
February 2008	Submitted Assessment Plan to Assessment Committee
May 2008	<p>Received feedback from Assessment Committee on Assessment Plan</p> <p>DOS Division met to review 2007-2008 Plan, discuss Progress toward goals and begin preliminary updates</p>
June 2008	<p>Revised Assessment Plan</p> <p>Performance Evaluations completed for all Student Life Division staff.</p>

July 2008	Submitted 2008-2009 Assessment Plan to Assessment Committee
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XI: 2008-2009 Assessment Planning Timeline

May 2008	Review 2007-2008 Assessment Plan
June 2008	Revise 2007-2008 Assessment Plan
July 2008	Submit 2008-2008 Assessment Plan to Assessment Committee
January 2009	Review progress on plan in DOS retreat
May 2009	Review 2008-2009 Assessment Plan
June 2009	Revise 2008-2009 Assessment Plan
July 2009	Submit 2009-2010 Assessment Plan to Assessment Committee