

Dean of Students Area Assessment and End of Year Report

May, 2014

Submitted by: *Jennifer Michael, Dean of Students*

I. Executive Summary

2013 – 2014 continued with the theme of transition. Nicole Pellegrino, Director of Student Activities took another position at Wells in October. Hailey Uribe, our Assistant Director and new employee (August 2013) took over the bulk of the work from that area until a replacement was hired in December. John O'Connor joined us at the start of the spring 2014 term. Additionally, Robert French college chaplain has decided to not renew his contract and the position has been dissolved. Transition has been the theme since I joined the Wells staff two years ago. Nicole's transition provided opportunities to assess, re-think and begin to re-build and re-brand our student activities program. I look forward to a more targeted leadership development program as well as a close examination of campus culture and traditions. Also, we worked hard trying to learn all the things Nicole knew by virtue of being both an alum and a long standing employee. Simultaneously Connie Gardner, Director of Residence Life, was going into her first Wells College fall semester and opening the halls for the first time. We agreed to assess (by meeting with all of the players, re-visiting needs and timelines, and looking at the overall ease of entry for this year's incoming class) that process after its completion, and put in place changes in the fall of 2014.

We administered paper and pencil assessments of select student activities programs (WWU, Family Weekend, Spring Freeze, etc.) and personal assessments of each undergraduate RA in the Residence Life program. We looked at participation at programs as well as student engagement in the activity versus the "grabbing free food and leaving" attendance numbers that are collected. As a division we looked at our mission statement, goals and learning objectives in mid-January (a half day staff retreat) with new staff in place and created our starting point for the next years' work. We engaged in dialog around a common reading of Building a Culture of Evidence in Student Affairs that we will use this summer to develop a division wide assessment timeline, learning outcomes and building blocks to ongoing improvement in the Dean of Students area.

II. Assessment Review and Planning Meetings

Outlined below we met for a half day planning retreat in mid-January and also took part in a divisional book club reading Building a Culture of Evidence in Student Affairs during the spring term. We meet as a staff bi-weekly and review the previous week's events through debrief and note taking for future planning.

- a. Student Life mini retreat – assessment and goal setting
 - i. January 13, 2013
 - ii. 4.5 hours
 - iii. Discussions focused on building a new focus for our area, developing our mission statement, and be mission focused to the colleges overall mission statement.
- b. Building a Culture of Evidence
 - i. Bi-weekly staff meetings
 - ii. Approximately 30 min discussions/1.5 hour meetings

- iii. Discussions included how to best assess what we do (ie crisis work, conduct, on call work and events and programs), how to build our tools and what information will most help us move forward as a staff area.

The changes we will make in the coming year are outlined in the next section. We will have developed, at our summer planning day, an assessment calendar and timeline. We are looking at the use of technology for web based student assessment at events and programs as a way to capture engagement at the time of the event,

III. Focus 2014-2015

Our main focus as a division is to be prepared in the fall with a clear plan, timeline and outline of updated learning outcomes. Our area will work to create universal learning outcomes rather than departments moving forward independently. Division wide, we will administer an electronic assessment once to the residents re: the residence life program, once to the student body re: student life at Wells and a third to students who have been through the conduct process to assess its effectiveness and student satisfaction. Individual areas can and will assess specific needs of large scale events as needed.

Also, I will be working with the Community Court Chair for 2014-2015, Brad Murray '15, on a similar assessment of student satisfaction and effectiveness of the student Community Court Process.

IV. Updated Assessment Plan

Our updated assessment plan will be built off of the newly developed mission, values and goals outlined below. We plan to kick off the academic year by making our statements known to the community through branding and publication, by the start of the fall term we will have clearly articulated Student Life learning outcomes and will use those desired outcomes as a premise to all of our programming and efforts. This work will also include our work as advisors to major student organizations including; Collegiate, Community Court, Programming Board and the RA staff.

a. Updated (Feb. 2014) Student Life Mission

Student Life aims for holistic student development by fostering leadership, social responsibility and critical thinking. We encourage Wellsians to be a vibrant community of learners and active global citizens through engagement, personal inquiry and academic exploration. Working collaboratively across campus Student Life participates in creating a seamless student experience.

b. Updated (Feb. 2014) Student Life Core Values

- Citizenship
- Education
- Social Justice
- Leadership
- Community

c. Updated (Feb. 2014) Student Life Goals

1. Students will demonstrate respect for themselves and others.
2. Students will develop skills to collaborate and communicate effectively within a community.

3. Students will seek out opportunities to be engaged members of a global society.
4. Students will be empowered to think critically and develop decision making skills.

V. Data summary

My two areas that submitted year end and assessment reports are Student Activities and Residence Life. The Chaplain did an assessment in the spring term to gather information about students' religious experiences and use of his services that will be included below as well.

STUDENT ACTIVITIES

Having a new Director for only one half of the year, the hard data is limited to a few events as they tried to develop programming and transition a new employee. Overall, Student Activities focused their assessment around the three prongs of the work that they do; leadership, collaboration and global exposure. They had set forth the following goals for 2013-2014:

- a. LEADERSHIP
 - a. Hold a scheduling meeting at the start of each semester to avoid conflicting events.
 - i. Completed for the first time spring 2014.
 - ii. Need to continue to streamline event and space scheduling.
 - iii. Will host again in the fall.
 - b. Begin to develop a leadership training plan for students.
 - i. This has been on the plate of Student Activities for a while; a direct focus will be given in the fall with a clear expectation of a program being in place.
- b. COLLABORATION
 - a. Collaborate with continued weekend programming.
 - i. Offered support to clubs and orgs throughout the spring.
 - ii. Weekends@Wells email continued.
 - iii. Looking to include weekend events at off campus locations and the ability to provide transportation.
 - b. Develop a way to electronically assess programs.
 - i. Piloted in spring 2014 – success and will move forward.
 - c. Become more creative in advertising.
 - i. Continued use of Social Media and electronic means of publicity.
 - d. Work to create a more student friendly and comfortable space in Sommer.
 - i. Completed.
 - e. Deepen the club advisor role through training and advising guidelines.
 - i. Did not achieve, top priority for a summer project.
- c. GLOBAL EXPOSURE
 - a. Offer off-campus trips on a regular basis to expose students to the culture around them.
 - i. Looking to create outdoor leadership opportunities.
 - ii. Offered some trips, need to offer additional next year.
 - b. Increase attendance at different more diverse events.
 - i. Introduced new programming ideas.
 - ii. Developing a plan for the fall is underway.

RESIDENCE LIFE

Connie Gardner, Director of Residence Life focused her assessment on her goals for the year as outlined below. One of the struggles in the Residence Life area was that there was only one professional responsible for 20 student staff and over 500 resident students. The ability to create a new position and build on the strengths in the program will give Connie more time to think on a larger scale more focus will be given to moving the Residence Life program forward.

1. Empower the Resident Advisors to see the RA position as more than just “a job”.
 - a. Somewhat achieved through conversations with the Hall Directors (although student staff)
 - b. Work to achieve this will continue with new Assistant Director in place this fall.
2. Focus on Hall Director training that works to empower the RAs and become positive supervisors.
 - a. Similar to above – the level of critical thinking and skills needed to supervise is not fully developed in an undergraduate hall director.
3. Build up the Special Interest Communities to create successful living/learning communities within these housing areas.
 - a. Mandell was a success, mostly in part to the students self-initiative and passion.
 - b. Work will continue to develop the same drive in Fairlaine and Green House.
4. Create a comprehensive conduct/policy guide for all hearing officers to focus on consistent sanctions, consistent meetings, and a wider range of sanction options.
 - a. In progress.
5. Organize files in the common drive to meet my needs.
 - a. In progress.

Important to note is that Connie also leads our student code of conduct process and our data from that process is listed below. As I mentioned above we are working on creating a tool to reach out to the students who have gone through the process to assess their satisfaction and the effectiveness of the work we do in that area.

Violation	Total charged for 2013-2014	Total found responsible for 2013-2014	Total charged for 2012-2013	Total found responsible for 2012-2013
Fire Safety	14	9	12	12
Destruction of Property	1	1	2	1
Noise Violation	43	21	18	5
Alcohol – underage possession/consumption	26	20	40	21
Animals	3	1	0	0
Drugs- marijuana possession/consumption	16	7	47	8
Alcohol – open container	3	3	9	5

Disruptive Conduct	19	16	0	0
Alcohol – binge drinking device	22	14	0	0
Weapons	2	2	0	0
Disrespectful conduct	14	1	20	6
Theft	2	0	0	0
Alcohol – public intoxication	5	5	8	3
Drugs- other illegal possession/consumption	2	2	0	0
Drugs- paraphernalia	3	3	1	2
Harassment	6	3	1	0
Alcohol – empty containers	1	1	0	0
Occupancy	7	3	0	0
Aggressive Behavior	6	4	12	0
Alcohol – providing to minor	7	0	9	7
Guest Policy Violation	1	0	14	7
Improper Assistance	1	1	1	1
Failure to Comply	3	3	4	6
Unauthorized Entry	1	0	3	3
Sexual Harassment	1	1	1	1
Common Furniture Violation	1	1	0	0
Falsification	1	1	0	0
Misuse of Keys	1	1	0	0
Sexual Assault/Misconduct	0	0	1	1
Alcohol – socially irresponsible conduct off-campus	0	0	4	5
Marijuana- sale or distribution	0	0	1	1

We have had fewer violations this year than in the past. Connie concludes that this is due in part to better trained student staff, more educational conduct meetings and an overall shift in student behavior this year. Also of interest is that we had fewer repeat violators, this highlights the effectiveness of our process and the strength of our hearing officers.

<i>Hearing Officer</i>	<i>Fall 2013</i>	<i>Spring 2014</i>
John O'Connor	0	12
Nicole Pellegrino	21	0
Hailey Uribe	27	11
Connie Gardner	26	38
Jennifer Michael	8	3

CHAPLAIN

Robert French, college Chaplain will be finishing his time at Wells on May 30, 2014. Bob served the college in this capacity for 8 years. With his decision to not renew his part time

contract, the college has decided to not fill that position. While Bob was wrapping up his duties at Wells he and his team of volunteer Chaplains administered a survey to current students in the Dining Hall. The data showed interest in spiritual exploration without a deep feeling of need for services on campus. Bob's relationship with the college will remain strong as we move to a new model of meeting students' needs in that area and utilizing staff we have already to make important connections with area houses of worship.

His data report, as submitted to me, is below:

Surveys handed out: 325

Surveys returned: 184 (2 were duplicates) (65% return)

Question One: Before I came to Wells, I practiced a religious or spiritual tradition.

Yes, 100/ No, 82

Question 2: At Wells, I've participated in religious or spiritual activities:

Regularly, 13/Occasionally, 40/Not at all, 127 (no answer, 2)

Question 3: In pursuing my spiritual interests at Wells, I've experienced difficulties.

Yes, 37/No, 145

Question 4: I'd welcome, and participate in, the following:

On-campus worship services: 41

When? Sundays, 12, weekend, 4. Other comments: at night during the week, afternoon on weekend; Sunday afternoon (3); Sunday night; after dinner; whenever; weekdays; no (specific) time; on special occasions.

Support groups: 57 (An email list of the students who checked this has been created, for use in determining what kinds of groups are wanted.)

Sampler series exploring various traditions: 59

A small sacred space open to all for prayer, meditation, sacred music: 61

Training in ways of spiritual awareness outside a religious framework (e.g. mindfulness): 47

Discussion groups: 30

Suggested discussion topics: Bible study (7), including specific books, John and Psalms; New Testament (2); agnostic(ism?) (2); young adults; Buddhism,; different faiths; religious history; study groups; religions working together; free will; religion and gender/sex; faith on college campuses, owning your faith, comparative religion, homosexuality.

Comments included with the survey (student email usually available):

-- I want to host a Birthright info session (This was anonymous)

An emphatic Yes! to spiritual awareness training

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