

Wells College Student Life Division Student Learning Assessment Plan

Submitted by Anne Lundquist, Dean of Students
September 15, 2009



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EXECUTIVE SUMMARY

Programs and services in the Division of Student Life derive from the Mission of Wells College and the Division of Student Life Mission. Each DOS Department also has a specific mission statement. The Student Life Division spent considerable time in 2007 -2008 developing three student 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.

With the learning objectives in place, the division focused its 2008-2009 efforts on creating nine Learning Objectives (3 for each Learning Goal). Each Student Life Department then created specific Action Items for each Learning Objective along with specific assessment measures to gauge student learning, success and satisfaction. In addition to specific assessment measures (surveys, evaluations, focus groups, etc), we created a common “DOS Activity Learning Goals Assessment Tool.” This instrument helped us more specifically measure (across the division) where we were meeting specific learning goals. This spring, Division Directors met to review the assessment measure outcomes and to determine where we succeeded and where we might improve based on assessment results. Assessment results were used to improve programs and services and set goals for 2009-2010.

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

Nicole Riley, Assistant to the Dean of Students

Residence Life

Joel McCarthy, Associate Dean of Students

Malindra Ratnayake, Director of Residence Life

Campus Involvement

Elly Ventura, Director of Campus Involvement

Becca Cooper, Program and Events Coordinator

Mehegan Murphy, Coordinator of Transportation and Student Services

Bob French, Campus Chaplain

Security

Bob Tapogna, Director of Security

Security Officers: Mary Buchal, Dave Gonza, Jeff Lupo, Nate Breese and Christopher Braun

Athletics

Jamey Ventura, Director of Athletics

Aaron Bouyea, Sports Information and Events Director and Compliance Coordinator

Dan Kane, Men's Soccer and Golf

Joe Wojtylko, Men's Basketball and Event Management

Rachel Gunderson, Women's Tennis and Schwartz Center Director

Trish George, Swimming and Assistant Schwartz Center Director

Lyndsey Wilcox, Field Hockey and Lacrosse

Kris Kelly, Women's Softball and Intramural Director

Deb Pickering, Head Athletic Trainer

Adam Long, Assistant Athletic Trainer

Julie Bailey, Women's and Men's Cross-Country

Open, Men's Lacrosse

III. WELLS COLLEGE STUDENT LEARNING GOALS AND LEARNING OBJECTIVES

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

Learning Objective 1: Students will be able to articulate the meaning of the Wells College Mission, Honor Code and Community Standards Statement.

Learning Objective 2: Students will be able to understand and negotiate an educational and restorative disciplinary process that promotes social responsibility and allows them to effectively share communal living, learning and social spaces with their peers.

Learning Objective 3: Students will be able to participate in programs and services that allow them to become active, engaged members and positive role models in the Wells College community.

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

Learning Objective 4: Students will be able to develop and utilize leadership skills including self-advocacy, setting group goals, time management, collaboration and the ability to listen and share ideas effectively.

Learning Objective 5: Students will be able to consider diverse perspectives and effectively negotiate conflict.

Learning Objective 6: Students will be able to maintain and improve their physical, mental and emotional health.

Learning Goal Three: Students will develop skills to be engaged members of a global society.

Learning Objective 7: Students will be able to understand how culture and background influence personal development.

Learning Objective 8: Students will plan and participate in programs and activities that allow them to become engaged members of the local community.

Learning Objective 9: Students will plan and implement programs and services that support and promote environmental sustainability.

IV. Use of Assessment Data

Wells College Student Life Division 2008-2009 Student Learning Goals, Learning Objectives, Action Items and Assessment Measures

Staff in the Division of Student Life tied most programs and services to the learning goals and objectives in the Student Life plan. We created assessment tools to measure the satisfaction, learning outcomes and effectiveness of programs and services. Through weekly staff meetings, we reviewed programs and services and made adjustments as needed. At two retreats (January and June), we reviewed the plan in its entirety and adjusted the learning goals and objectives as needed. We revised the assessment instrument in order to better capture data related to the learning goals. We also reviewed the Student Life goals in relationship to other key documents, such as the retention goals outlined in the Enrollment Management Plan and goals for students outlined in the Inclusive and Intercultural Excellence Plan.

The chart below outlines the major action items and assessment measures for the Division of Student Life programs. In addition, each Department within the Division has detailed reports and outcomes from various assessment measures as well as action plans for their department. Those outcomes are summarized on page 11 – X.

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

Learning Objective 1: Students will be able to articulate the meaning of the Wells College Mission, Honor Code and Community Standards Statement.

Action Item	Department	Assessment Measures
Hold Honor Code signing ceremony for all first year and transfer students during Orientation.	Dean of Students Office, Office of Campus Involvement, Collegiate, Community Court	Verbal feedback from community members. Number of signatures. Student awareness and articulation of Honor Code reflected in Middle States Self-Study process and Visiting team report.
Work with Community Court to educate student body about importance of Honor Code.	Dean of Students, Collegiate Cabinet, Community Court.	Community Court Meetings: - Utilized Restorative Justice Model for high-level academic cases. - Tracked number/type of Community Court cases. - Looked at repeat violators. - Utilized Educational Sanctions and Community Service. - Conducted presentation for Faculty and Staff about CC and RJ processes.
Host Dean's Forum on Academic Honesty.	Dean of Students Office, Dean of the College	Well-attended Dean's Forum (over 40 participants) engaged in good discussion about

	Office, Dean's Council	honor code and plagiarism.
Coaches Review Student-Athlete Handbook at the beginning of each sport season, which contains the Wells College Mission, Honor Code and Community Standards Statements.	Athletics	Verbal team discussion regarding the importance of these statements and how they relate to the individual student. Ongoing coach and peer reinforcement of standards. Decrease in student-athlete violations. Athletic Department evaluation instruments.
Inform students of Honor Code and Community Standards while responding to incidents and violations.	Campus Safety and Security	Verbal feedback during investigation. Violations/Offenses reduction.
Utilize Community Standards Model in Residence Life Program.	Residence Life	RA Training evaluations. Student discussions during meetings with RAs and Residence Life staff. Middle States Accreditation report.

Learning Objective 2: Students will be able to understand and negotiate an educational and restorative disciplinary process that promotes social responsibility and allows them to effectively share communal living, learning and social spaces with their peers.

Action Item	Department	Assessment Measures
Articulate and enforce policies and procedures of transportation services.	Transportation	Focus groups, dialogues, decrease in repeat offenses.
Conduct ongoing coaching staff and athletics team discussions about proper behavior toward teammates and peers on and off the playing surface as well as personal accountability for student-athlete actions	Athletics	Ongoing verbal dialogue and survey about athletic experience at the end of the sport season. Student-athlete articulation of experience during Middle States Visiting Team discussions and Athletics mini-campaign presentations.
Develop Bias Incident Protocol and associated response and education.	Campus Safety and Security, Dean of Students, Office of Institutional Diversity, Residence Life.	Reduction in incident reports. Bias Protocol implementation and well known in the community.
Develop ways for students to effectively negotiate positive relationships with their roommates.	Residence Life	Living Agreements: - Created Living Agreement Form for all residential students (roommate pairs) - Utilized Living Agreements for all Roommate Mediation meetings. - Able to track Roommate Changes in EX.
Educate students so they can articulate the meaning of the Student Conduct Code.	Residence Life, Dean of Students Office	Student Judicial Meetings: - Utilize Restorative Justice Model for high-level judicial cases. - Track number/type of Incident Reports. - Track judicial violations and sanctions (look at repeat violators). - Utilize Educational Sanctions and Community Services.

Learning Objective 3: Students will be able to participate in programs and services that allow them to become active, engaged members and positive role models in the Wells College community.

Action Item	Department	Assessment Measures
Create informative Student Life Video for YouTube.	Office of Campus Involvement, Dean of Students Office	Number of views. Verbal feedback.
Revise and implement Orientation and Wells Warm Up programs.	Campus Involvement, Dean of Students Office, Residence Life, Academic Affairs	Evaluations. Discussions with staff members and faculty.
Student participation in Varsity Athletics.	Athletics	Survey student athlete experience at the end of the sport season. Track participation numbers. Increased GPA by athletic teams. Community service conducted by athletic teams.
SAAC programs such as the incentive program, community Halloween party, Faculty/Staff/Student Volleyball game.	Athletics	Track participation numbers. Feedback from community members.
Develop Educational Learning Goals/Programming Model to Support Residence Life Mission.	Residence Life	Residence Life Programming Forms from RAs: - Look at Programming Report Forms from RAs focused on four educational goals: Personal Development, Community Development, Academic Success and Citizenship.
Develop Student Security Resource Officer (SRO) positions.	Campus Safety and Security	Job appraisals. Officer feedback.

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

Learning Objective 4: Students will be able to develop and utilize leadership skills including self-advocacy, group goals, time management, collaboration, and the ability to listen and share ideas effectively.

Action Item	Department	Assessment Measures
Host leadership workshops and create internship credit for Collegiate Cabinet Officers.	Dean of Students Office, Office of Campus Involvement, Career Services, Collegiate	End of the semester presentation. Reflection papers. Constitutional changes for next year. Feedback from faculty advisor and Director of Career Services. Positive articulation in Middle States Visiting Team report.
Work with various committees to improve effectiveness within Student Government.	Dean of Students Office, Office of Campus Involvement,	End of Year reports. Representative Council reports/minutes. # of meetings of committees increased along with student participation.

	Transportation, Office of Campus Safety and Security, Residence Life, Athletics	Positive report to Board of Trustees Student Affairs Committee by student representatives.
Student Athletes Attend NCAA Sponsored Leadership Conferences in October and May.	Athletics	Survey and discussion of student participants after return to see what they learned. Assess what these student implement to campus and their teams after their return.
Develop intentional communities/initiatives so students can appropriately manage stress.	Residence Life	Healthy Lifestyles Learning Communities: - Assessment of HL programs. - New HL living agreement/contract. - Track students who return to HL floors. - Floor feedback forms for HL RAs.

Learning Objective 5: Students will be able to consider diverse perspectives and effectively negotiate conflict.

Action Item	Department	Assessment Measures
Host Leadership Development Series.	Campus Involvement, Office of Institutional Diversity	Written and oral evaluation.
Host 8 th Annual Gospel Choir Weekend.	Campus Involvement	# attendees increased. Feedback from participants and workshop leaders. Community participation increased.
Promote students to leadership positions such as team captain, Orientation leader, or Resident Advisor	Athletics, Campus Involvement, Residence Life	Evaluate student leaders and have ongoing discussions with their progression. Increased number of student participants with less overlap in leadership roles by individual students.
Assist with training RAs in conflict resolution with other members of the community	Campus Safety and Security, Office of Institutional Diversity	Evaluate responses and incidents occurring in residential settings. Weekly RA meetings with Residence Life staff.
Provide programs so students can better understand how their culture and background influences their personal development.	Residence Life, Campus Involvement, Dean of Students Office	Intergroup Dialogue Programs: - Feedback from Diversity Leadership Series hosted by Campus Involvement. - Feedback from Diversity Training for Resident Advisors.
Implement Bias Incident Response Team (BIRT).	Dean of Students Office, Residence Life	BIRT: - Track bias related incidents: types, number, response, community reaction, etc.

Learning Objective 6: Students will be able to maintain and improve their physical, mental and emotional health.

Action Item	Department	Assessment Measures
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Offer Intramural programming each semester.	Campus Involvement	# participants increased. Variety and type of programs offered in response to student suggestions.
Offer at least one off-campus recreational trip a month.	Campus Involvement, Transportation	# participants, dialogue with students and response to student requests.
Offer workshop to each team on proper Nutrition, sleep and exercise	Athletics	# of participants, dialogue, end of season survey

Learning Goal Three: Students will develop skills to be engaged members of a global society.

Learning Objective 7: Students will be able to understand how culture and background influence personal development.

Action Item	Department	Assessment Measures
Host Dinner and Dialogue Series	Campus Involvement, Residence Life, Office of Institutional Diversity	DOS Learning Assessment Tool. # of participants.
Student athletes participate in NCAA sponsored Diversity workshop	Athletics	Active discussion throughout program demonstrating an understanding of the material. Surveyed students in attendance.
Develop Students of Color Mentor Program.	Dean of Students Office, Office of Institutional Diversity, Residence Life	<ul style="list-style-type: none"> - Number of Participants. - Programs thus far. - Focus Groups. - End of Year evaluation for mentors and mentees - Internship report by student intern in Spring 2009

Learning Objective 8: Students will plan and participate in programs and activities that allow them to become engaged members of the local community.

Action Item	Department	Assessment Measures
Work collaboratively to increase off campus programming to meet student needs and interests.	Campus Involvement, Transportation, Chaplain,	Focus groups, # attendees, # off campus trips offered this year compared to last, # of special transportation requests.
Alternative Spring Break	Campus Involvement, Chaplain	# attendees (3x as many as spots available)dialogue with student participants. Response from ASB staff leaders. Need for creation of "alternative" ASB to meet student need. Increased participation while reducing cost and expenses.
Host or participate in events for the community such as Kids Night Out, student athlete mentors in the	Athletics	# attendees to hosted events, student participation numbers, dialogue of experience.

elementary school, Halloween party.		
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Learning Objective 9: Students will plan and implement programs and services that support and promote environmental sustainability.

Action Item	Department	Assessment Measures
Participate in National RecycleMania Competition	Campus Involvement, Environmental Science	Rank in competition (48 th out of 148 schools), pounds of waste per week
Incorporate sustainable initiatives to Transportation services	Transportation	Gained understanding and perspective of initiatives through open dialogue, Rep Council, one on one, email. # committee meetings. Reduced # of van runs resulting in less fuel usage and reduction in transportation budget.
Men's Soccer participate in campus clean up day	Athletics	Team placed recycle bins in all dorms promoting recycling.
Design and implement Sustainability Learning Community.	Residence Life, Campus Involvement, Faculty	<ul style="list-style-type: none"> - Green House/Sustainability LC Focus Groups. - Program Forms. - Completion of agreed upon academic and program requirements.
Conduct Energy Audit for Dining Services.	Campus Involvement, Dean of Students Office, Sodexo	Student and faculty participation in Audit. Results available in September 2009 and will be used to make decisions about changes in operational processes, equipment replacement and purchase, etc.

KEY FINDINGS FROM ASSESSMENT MEASURES

Based on the review of action items above, the following findings informed our goals for 2009-2010:

RESIDENCE LIFE

The Office of Residence Life has made numerous changes based on feedback received from students and staff. The first major change that was made was the development and implementation of a residential programming model focused on personal development, community development, academic success and citizenship. Based on feedback from staff, we realized that our residential programs need to better support the mission of the college and the work being done by our community colleagues. Furthermore, we used feedback forms and survey results generated from our "Residential Questionnaire" to identify personal development, community development, academic success and citizenship as the four areas that we would focus on the most.

With a significant change to our programming model and philosophy, we made numerous changes to the Resident Advisor position description, our staffing structure and our RA training program. Specifically, we used information from our annual RA Training

Evaluations as well as feedback received from Resident Advisors during RA in-service sessions to develop a more comprehensive two-week training program. We have also implemented more training sessions and in-services throughout the academic year and winter break.

Information gathered from the Housing Committee, Interhall Board and the Annual Housing Survey helped us identify several areas that needed change. More specifically, we made multiple changes with where and how students are housed – based on gender, class year and housing lottery number. Furthermore, the Housing Committee and Interhall Board are currently having more discussions about our Student Conduct Code/Judicial process based on feedback from RAs, Security and Informal Resolution Meetings. In addition, we have continued to develop our Learning Community and Theme Housing options which now include the Green House/Sustainability Learning Community, two Healthy Lifestyles floors (one co-ed and one for women only), and two apartment-style options located in Fairlane and Mandel House.

Utilizing feedback from the Campus Climate Surveys and the Student Diversity Committee (now called the Student Committee for Inclusive and Intercultural Excellence – SIIE), we have made numerous changes regarding how this committee is structured, including a name change to support institutional initiatives. The committee now includes representation from the Wells International Student Association (WISA), POWER, SAGA, and the Women's Resource Center. In addition, at least one member represents each class year. Furthermore, the group provided feedback on the new Bias Incident Response Team (BIRT) as well as the Anonymous Reporting Form that is in the process of being finalized.

CAMPUS INVOLVEMENT

Campus Involvement utilized assessment results throughout the year to make changes and improvements to programming. Our first changes occurred as a result of written evaluations to the Fall Leadership Development Series. During the fall semester, students were chosen through nomination from the Wells Community for each of the three workshops. Invitations were sent a week before each conversation to the students who were nominated. A basic evaluation was emailed to all participants requesting feedback on both the format and the content of each session. Results showed that the students preferred to have all three dates of the event at the initial invitation and preferred not to have the discussions immediately after seminar classes and through dinner. Additionally they commented that it would be helpful to have the same group of people in attendance each week so that everyone was coming in with the same information for discussion. One more piece of helpful information was that they wanted a clearer explanation of the topics and the agenda prior to attending.

In the spring semester, nominations were once again solicited from the Community. The time of the Dialogues was changed to 7PM in the dining hall with coffee, tea and dessert available. Invitations were sent to the nominated students and a commitment to all three discussions was requested. Articles on the topic were sent out one week prior to the discussions with a description of how the event would progress. The evaluation tool for the second semester was less about content and format and specifically geared towards the Division of Student Life's Learning Goals. The feedback was overwhelmingly positive; as a result, the same series will be offered in the Fall 2009 semester changing only the topics of discussion.

Orientation Fall 2009 included changes and adjustments primarily from feedback gathered via email from Faculty and Staff members directly involved with Orientation 2008. A survey monkey evaluation was available to the new students, RAs and OLs and approximately 30% of students completed the survey. Orientation Leaders also completed a separate evaluation of their training experience. One significant change to the Orientation schedule was that First Year Academic Advising appointments were moved to Tuesday instead of Wednesday (the day before classes). Transfer advising appointment remained on Wednesday. Placement testing for Math, Science and Foreign Language was coordinated within each Department and the purpose was better communicated to our first year students. Only one President's Reception was only hosted on the Sunday of New Student check-in. Alcohol Education was given a new look for 2009. An event was constructed in cooperation with the Office of Residence Life and Campus Involvement with pre and post surveys to assess the effectiveness of this event and determine if it should be repeated in 2010. This replaced a lecture from last year. Another significant adjustment was to the Honor Code Ceremony and the Traditions at Wells sessions. These sessions were both planned, hosted and run by the Student Government Officers. The message was delivered very effectively and hopefully this will show in the evaluation of this fall's Orientation. The evaluation is being incorporated into WLLS 111 in hopes of increasing the student participation for this year.

ATHLETICS

The Department of Athletics continues to use assessment as a means of guiding the direction of the department each year. With recent data showing a trend of student-athlete campus violations decreasing, the student-athlete handbook has lent its hand to the working set of principles that encompasses the mission statement, honor code, and community standards. Conducting pre-season discussions about the student-athlete handbook, its purpose, and how it relates to the individual student-athlete, along with coach and peer reinforcement, continues to be the driving force behind this trend.

Through the Student Athlete Advisory Committee (SAAC), student-athletes have developed an incentive program that awards points based on the number of team members present at on-campus activities. They've also helped develop the annual community Halloween Party and the Faculty/Staff/Student volleyball game. For the second straight year the men's soccer team participated in the campus clean-up day, placing recycling bins in all residence halls on campus while promoting recycling on campus. What has now become a staple of the men's and women's swim team, Kids Night Out, continues to be a big hit with the community as the number of children and students participating continues to increase each year. In the end of the year survey, 57% of the student-athlete respondents stated that they attended events they otherwise would not have had they not been an athlete, while 73.9% of the respondents felt they had been an effective part of the Wells community outside of athletics.

Focusing on promoting student-athletes leadership, two student-athletes attended the NCAA Leadership Conference and were required to report in a discussion with students on what they had learned. Continuing to focus on leadership skills and to create less overlap in leadership roles amongst individual students, it became a focus to help promote and guide student-athletes toward campus leadership roles, either as captains, orientation leaders, in student government, or as resident advisors. For the fall of 2009, two student-athletes were named orientation leaders and four were selected as resident advisors for the year.

Nutrition education was listed as one of the most important needs by our student-athletes in the end of the year survey. The athletic trainers have developed a proper nutrition, sleep, and exercise workshop session in which the head athletic trainer and assistant athletic trainer will meet with teams to educate all athletes on the importance of all three areas.

In accordance with an NCAA Diversity and NEAC grant, the athletic department hosted a diversity workshop for faculty and staff and a diversity speaker for the entire student body. Both were extremely successful as over 30 staff and faculty attended the mid-day workshop while over half of the student-athletes attended the diversity workshop.

SAFETY AND SECURITY

A primary focus of the Campus Safety Director in 2008-2009 was professionalizing the Security Department through officer training, ensuring proper certification and establishing [policies and procedures for responding to campus incidents. Much work also focused on the Critical Incident Response plan and procedures. Less evaluative time was spent on assessing student learning outcomes as they relate to the Department. With progress made in that area, the Director is working in conjunction with the Associate Dean of Students and the Residence Life Department to coordinate programs and services that meet student learning goals.

The Campus Safety Department has initiated an education program along with Residence Life to promote the Honor Code within the campus community. While it is too early to assess the benefits of the education initiative there have been no reports of any stolen property since students returned to campus.

This year, Campus Safety will be displaying a “Shooter on Campus” video which many campuses having been using. The goal is for officers to work with duty Resident Advisors and Hall Directors in small groups to discuss the impact of the video once it is viewed. The video is designed to increase the awareness of students to observe people and things that look “out of place or suspicious” and take precautionary safety measures to alert the community while protecting themselves.

A new student work program has replaced the former Student Resource Officer position. The new position is referred to a Student Safety Officer. This position will encompass students being trained to perform as communications dispatchers and patrol officers. With the reduction of financial aid grants and the reduction of the number of work program students, the SSO position was a method to cope with a reduced staff of students workers. The success of the program will be measured in the spring of this academic year.

Campus Safety has been an integral part of the Bias Committee at Wells. The purpose of the committee has been to respond to documented incidents of a bias nature and to coordinate an appropriate response. This initiative began last year it there has been a noted decrease in reports of bias towards students, faculty and staff. However, the committee continues to convene to discuss and promote methods of educational awareness within the Wells Community. Protocols are constantly examined for relevancy and enhancement as needed.

Based on student requests, the Director of Campus Safety worked throughout the year to develop an EMT program with the local fire department. That program is now established and students are being recruited. The Director also coordinated the program with the Office of Career Services for internships. The program will be evaluated once students have completed training and begin serving in their volunteer capacity.

TRANSPORTATION

Every few weeks, the Coordinator of Transportation reviews van runs sheets to record daily ridership and to look for any violations of the policies set by the department. The drivers indicate to the coordinator if a student was late or didn't show up for a run. Although this doesn't happen frequently, the Coordinator of Transportation does email every student who violates a transportation policy. In two cases last year, the violations were repeated several times after the students received several warnings via email and campus mail. These students met with the Coordinator of Transportation individually to discuss their situation and explore how their actions affected the community. Following the face to face meeting, one student wrote an apology note to all of the drivers and in both cases no further violations were reported about these students.

The Transportation and Safety Committee met five times last year. Student participation was limited, but two of the three representatives did attend two meetings. In addition, Travis Niles, '09, student representative, helped in presenting changes and addressing feedback at a spring representative council meeting. At this meeting, Mehegan Murphy, Coordinator of Transportation, presented ridership of the past semester and a half, budget and operational costs, current and future sustainable initiatives and suggestions for the 2009-10 academic year. Mehegan listened to student suggestions and concerns and asked for additional feedback via email or in person. Eight students sent Mehegan concrete suggestions and possible alternatives for the following year. The current schedule reflects these suggestions and student feedback this fall has been overwhelming positive.

V. 2007-2008 Assessment Review and Planning Meetings Summary

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

June 2008	Student Life staff reviewed 2007-2008 goals and objectives in a one-day retreat. Revised Assessment Plan
July 2008	Submitted 2008-2009 Assessment Plan to Assessment Committee
August 2008	<p>Division Directors and Student Life Staff Division staff met in a one-day retreat. In addition to other items, the group set goals and priorities for 2008-2009 and outlined Assessment Plan components.</p> <p>Athletic staff met for a 1 day retreat to develop 2008-2009 departmental goals that tied in with student life goals and the mission of the college.</p>
December 2008	Received Assessment Committee Response to 2008 Annual Assessment Report
January 2009	DOS Division Directors met to review goals.

May 2009

Reviewed 2008 – 2009 Assessment Plan.

September 2009

Submitted 2009-2010 Assessment Plan to
Assessment Committee

VI. Wells College Student Life Division 2009-2010 Student Learning Goals, Learning Objectives, Action Items and Assessment Measures

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

Learning Objective 1: Students will be able to articulate the meaning of the Wells College Mission, Honor Code and Community Standards Statement.

Action Item	Department	Assessment Measures
Hold Honor Code signing ceremony for all first year and transfer students during Orientation.	Dean of Students Office, Office of Campus Involvement, Collegiate, Community Court	<ul style="list-style-type: none"> Verbal feedback from community members number of signatures Student awareness and articulation of Honor Code.
Work with Community Court to educate student body about importance of Honor Code.	Dean of Students, Collegiate Cabinet, Community Court.	<ul style="list-style-type: none"> Community Court plan and host Honor Code ceremony Use Restorative Justice Model for high-level academic cases. Track number/type of Community Court cases. Look at repeat violators. Utilize Educational Sanctions and Community Service. Conduct presentation for Faculty and Staff about CC and RJ processes.
Coaches Review Student-Athlete Handbook at the beginning of each sport season, which contains the Wells College Mission, Honor Code and Community Standards Statements.	Athletics	<ul style="list-style-type: none"> Verbal team discussion regarding the importance of these statements and how they relate to the individual student. Ongoing coach and peer reinforcement of standards. Decrease in student-athlete violations Athletic Department evaluation instruments.
Inform students of Honor Code and Community Standards while responding to incidents and violations.	Campus Safety and Security	<ul style="list-style-type: none"> Verbal feedback during investigation Track violations/Offenses
Utilize Community Standards Model	Residence Life	<ul style="list-style-type: none"> RA Training evaluations.

in Residence Life Program.		<ul style="list-style-type: none"> • Student discussions during meetings with RAs and Residence Life staff.
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Learning Objective 2: Students will be able to understand and negotiate an educational and restorative disciplinary process that promotes social responsibility and allows them to effectively share communal living, learning and social spaces with their peers.

Action Item	Department	Assessment Measures
Articulate and enforce policies and procedures of transportation services.	Transportation	<ul style="list-style-type: none"> • Focus groups • 1:1 dialogues with students • Transportation, Safety and Security committee feedback and surveys
Conduct ongoing coaching staff and athletics team discussions about proper behavior toward teammates and peers on and off the playing surface as well as personal accountability for student-athlete actions	Athletics	<ul style="list-style-type: none"> • Ongoing verbal dialogue • Survey about athletic experience at the end of the sport season.
Develop Community Standards Model for Athletic Teams	Director of Athletics, Dean of Students, Associate Dean of Students, Coaches	<ul style="list-style-type: none"> • Survey teams
Develop Bias Incident Protocol and associated response and education.	Campus Safety and Security, Dean of Students, Office of Institutional Diversity, Residence Life.	<ul style="list-style-type: none"> • Reduction in incident reports. • Bias Incident Response Protocol (BIRT) statistics and committee feedback
Develop ways for students to effectively negotiate positive relationships with their roommates.	Residence Life	<ul style="list-style-type: none"> • Living Agreements Form and process • Track Roommate Changes in EX.
Educate students so they can articulate the meaning of the Student Conduct Code.	Residence Life, Dean of Students Office	<ul style="list-style-type: none"> • Utilize Restorative Justice Model for high-level judicial cases. • Track number/type of Incident Reports. • Track judicial violations and sanctions (look at repeat violators). • Utilize Educational Sanctions and Community Restitution.

Learning Objective 3: Students will be able to participate in programs and services that allow them to become active, engaged members and positive role models in the Wells College community.

Action Item	Department	Assessment Measures
Create informative Student Life Video for YouTube (how many this year?)	Office of Campus Involvement, Dean of	<ul style="list-style-type: none"> • Number of views

When?)	Students Office	<ul style="list-style-type: none"> • Verbal feedback.
Revise and implement Orientation and Wells Warm Up programs.	Campus Involvement, Dean of Students Office, Residence Life, Academic Affairs	<ul style="list-style-type: none"> • Evaluations • Discussions with staff members and faculty.
Student participation in Varsity athletics.	Athletics	<ul style="list-style-type: none"> • Survey student athlete experience at the end of the sport season. • Track participation numbers. Increased • GPA by athletic teams. • Community service conducted by athletic teams.
SAAC programs such as the incentive program, community Halloween party, Faculty/Staff/Student Volleyball game	Athletics	<ul style="list-style-type: none"> • Track participation numbers. • Feedback from community members
Develop Educational Learning Goals/Programming Model to Support Residence Life Mission.	Residence Life	<ul style="list-style-type: none"> • Residence Life Programming Forms from RAs focused on four educational goals: Personal Development, Community Development, Academic Success and Citizenship.
Develop Student Security Resource Officer (SRO) positions.	Campus Safety and Security	<ul style="list-style-type: none"> • Job appraisals • Officer feedback.
Utilize 2 Visiting Chaplain Associates (from a grant) to assist campus Chaplain and engage students in programs and activities that enhance spiritual development.	Bob French and Anne Lundquist	<ul style="list-style-type: none"> • Student evaluations. • Attendance at sponsored events.

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

Learning Objective 4: Students will be able to develop and utilize leadership skills including self-advocacy, group goals, time management, collaboration, and the ability to listen and share ideas effectively.

Action Item	Department	Assessment Measures
Host leadership workshops and continue internship credit for Collegiate Cabinet Officers.	Dean of Students Office, Office of Campus Involvement, Career Services, Collegiate	<ul style="list-style-type: none"> • End of the semester presentation. • Reflection papers. • Constitutional changes. • Feedback from faculty advisor and Director of Career Services. • LPI and other leadership inventories
Work with various committees to improve effectiveness within Student Government.	Dean of Students Office, Office of Campus Involvement,	<ul style="list-style-type: none"> • End of Year reports • Representative Council reports/minutes.

	Transportation, Office of Campus Safety and Security< Residence Life, Athletics	<ul style="list-style-type: none"> • # of meetings of committees and student participation. • Board of Trustees Student Affairs Committee by student representatives.
Student Athletes Attend NCAA Sponsored Leadership Conferences in October and May.	Athletics	<ul style="list-style-type: none"> • Survey and discussion of student participants after return to see what they learned. • Assess what these student implement to campus and their teams after their return.
Develop intentional communities/initiatives so students can appropriately manage stress.	Residence Life	<p>Healthy Lifestyles Learning Communities:</p> <ul style="list-style-type: none"> - Assessment of HL programs. - New HL living agreement/contract. - Track students who return to HL floors. - Floor feedback forms for HL RAs.

Learning Objective 5: Students will be able to consider diverse perspectives and effectively negotiate conflict.

Action Item	Department	Assessment Measures
Host Leadership Development Series.	Campus Involvement, Office of Institutional Diversity	<ul style="list-style-type: none"> • Written evaluation
Host 8 th Annual Gospel Choir Weekend.	Campus Involvement	<ul style="list-style-type: none"> • # attendees increased. • Feedback from participants and workshop leaders. • Community participation
Promote students to leadership positions such as team captain, Orientation leader, or Resident Advisor	Athletics, Campus Involvement, Residence Life	<ul style="list-style-type: none"> • Evaluate student leaders and have ongoing discussions with their progression. • Increased number of student participants with less overlap in leadership roles by individual students.
Assist with training RAs in conflict resolution with other members of the community	Campus Safety and Security, Office of Institutional Diversity	<ul style="list-style-type: none"> • Evaluate responses and incidents occurring in residential settings. • Weekly RA meetings with Residence Life staff.
Provide programs so students can better understand how their culture and background influences their personal development.	Residence Life, Campus Involvement, Dean of Students Office	<p>Intergroup Dialogue Programs:</p> <ul style="list-style-type: none"> - Feedback from Diversity Leadership Series hosted by Campus Involvement. - Feedback from Diversity Training for Resident Advisors.
Implement Bias Incident Response Team (BIRT).	Dean of Students Office, Residence Life	<ul style="list-style-type: none"> • Track bias related incidents: types, number, response, community reaction, etc.

Learning Objective 6: Students will be able to maintain and improve their physical, mental and emotional health.

Action Item	Department	Assessment Measures
Offer Intramural programming each semester	Campus Involvement	<ul style="list-style-type: none"> # participants Variety and type of programs offered in response to student suggestions.
Offer at least one off-campus recreational trip a month	Campus Involvement, Transportation	<ul style="list-style-type: none"> # participants dialogue with students and response to student requests.
Offer workshop to each team on proper Nutrition, sleep and exercise	Athletics	<ul style="list-style-type: none"> # of participants 1:1 dialogue with students end of season survey

Learning Goal Three: Students will develop skills to be engaged members of a global society.

Learning Objective 7: Students will be able to understand how culture and background influence personal development.

Action Item	Department	Assessment Measures
Host Dinner and Dialogue Series	Campus Involvement, Residence Life, Office of Institutional Diversity	<ul style="list-style-type: none"> DOS Learning Assessment Tool
Student athletes participate in NCAA sponsored Diversity workshop	Athletics	<ul style="list-style-type: none"> Active discussion throughout program demonstrating an understanding of the material. Written survey of students in attendance.
Continue Students of Color Mentor Program (UPLIFT)	Dean of Students Office, Office of Institutional Diversity, Residence Life	<ul style="list-style-type: none"> * Number of Participants * Focus Groups and phone conferences * End of Year evaluation for mentors and mentees * Internship report from student intern

Learning Objective 8: Students will plan and participate in programs and activities that allow them to become engaged members of the local community.

Action Item	Department	Assessment Measures
Work collaboratively to increase off campus programming to meet student needs and interests.	Campus Involvement, Transportation, Chaplain,	<ul style="list-style-type: none"> Focus groups # attendees # off campus trips offered

		<ul style="list-style-type: none"> • # of special transportation requests.
Alternative Spring Break	Campus Involvement, Chaplain	<ul style="list-style-type: none"> • # attendees and applications • dialogue with student participants. • Response from ASB staff leaders.
Host or participate in events for the community such as Kids Night Out, student athlete mentors in the elementary school, Halloween party.	Athletics	<ul style="list-style-type: none"> • # attendees to hosted events • student participation numbers, • dialogue of experience.
Explore and develop opportunities for students to volunteer in the local community.	Campus Involvement, Athletics	<ul style="list-style-type: none"> • Student evaluation • Volunteer agency evaluation • # of participants

Learning Objective 9: Students will plan and implement programs and services that support and promote environmental sustainability.

Action Item	Department	Assessment Measures
Participate in National RecycleMania Competition	Campus Involvement, Environmental Science	<ul style="list-style-type: none"> • Rank in competition
Incorporate sustainable initiatives to Transportation services	Transportation	<ul style="list-style-type: none"> • # committee meetings • Evaluate streamlined transportation schedule
Men's Soccer participate in campus clean up day	Athletics	<ul style="list-style-type: none"> • Team placed recycle bins in all dorms promoting recycling.
Design and implement Sustainability Learning Community.	Residence Life, Campus Involvement, Faculty	<ul style="list-style-type: none"> • Green House/Sustainability LC Focus Groups. • Program Forms. • Completion of agreed upon academic and program requirements.
Conduct Energy Audit for Dining Services.	Campus Involvement, Dean of Students Office, Sodexo.	<ul style="list-style-type: none"> • Student and faculty participation in Audit. • Results available in September 2009 and will be used to make decisions about changes in operational processes, equipment replacement and purchase, etc.