

**DAVIDSON COLLEGE**

**DIVISION OF**

**STUDENT LIFE**

**LEARNING OUTCOMES**

**2004-2008**

# **CAMPUS POLICE**

## **Department: Campus Police Department**

### **Mission Statement:**

The mission of the Davidson College Campus Police Department is to enhance the quality of life in addition to learning opportunities for the campus population through committed and proficient service. We are devoted to accomplishing the wide-ranging goals of the College through partnerships within our division and the greater College community. The Department serves with integrity, discretion, and expediency in an equitable, proper, and thorough manner. The conduct of each member of the Department will be professional and principled. We will work with the community to generate reciprocal understanding, thereby facilitating public support and involvement. This Department is also committed to imparting a sense of citizenship and personal accountability, fostering lifelong learning, and nurturing.

### **Program Goal 1:**

Enhance current crime prevention, safety, and community education programming to improve campus participation, consciousness, and self policing.

#### **Learning Outcomes:**

1. Students will have an improved consciousness of personal and community safety.
2. Students will increase use of preventative measures to avoid becoming victims of crime.
3. Students will learn to plan events which teach best safety practices.

### **Program Goal 2:**

Create communication systems within the campus community that offer opportunities to address quality of life issues, concerns, or police practices while participating in the resolution process.

#### **Learning Outcomes:**

1. Students will improve problem-solving skills, allowing them to resolve issues effectively by diverting potentially aggressive behavior.
2. Students will assist campus police with pro-active crime reduction strategies.
3. Students will demonstrate practical safety measures when applicable as a part of individual development.

### **Program Goal 3:**

Implement educational curriculum that supports the Student Life Division's student learning outcomes.

#### **Learning Outcomes:**

1. Students will, on an individual basis or group identify would be hazards and take action to rectify through appropriate channels.
2. Students will co-develop programming which that prepares them for experiences after college.
3. Freshman entry and senior exit surveys will reveal attitudes towards curriculum. Responses will provide data that affects program development and observations on retention of information.
4. Respondents are less likely to be victims of crime.

# **CAREER SERVICES**

## Department: Career Services

### Mission Statement:

The mission of the Office of Career Services is to provide individualized services designed to aid students and alumni in assessing their career interests, planning for life after Davidson, exploring life long learning options, and locating meaningful employment and service experiences. Career development is an individualized, on-going process which evolves over a lifetime, at a pace geared to the person who is making the journey. Therefore, the office responds to the individual based on his or her stage of development, rather than academic year, recognizing that he or she can be addressing any of these issues at any point in her or his college career. The staff of the Office challenges students and alumni to look inward to venture outward. The dedication is to each individual and to his or her life plan by encouraging exploration and innovation, openness to what might be unique or different, and a commitment to the dual challenge of planning and serendipity.

To engender this vision, the Office of Career Services has dedicated itself to promulgating a theory of career development focusing on four stages of development as the pathway to good decision-making and successful life management. The four stages include:

Self Assessment  
Career Exploration  
Narrowing of Options  
Implementing Goals

All programs and services are designed to move students further along towards these goals, in each of the stages of development. Thus, any one program will often serve to address several parts of the cycle simultaneously. Some examples of programs and services that cut across the stages include: individual counseling, workshops on job search skills, career fairs, assessment instruments, "Major Decisions Series," information sessions by alumni and employers, "Senior Success," workshops on building graduate school application skills, print and electronic resources, "March Madness," alumni mentor network, and more.

### General Career Services Goals:

- 1: Enable students' ability to assess self.**
- 2: Develop students' ability to explore and expand knowledge of options.**
- 3: Evoke the ability to make satisfying life decisions.**
- 4: Develop students' ability to implement a decision.**

### Programs & Learning Outcomes:

Davidson 101: A one-hour classroom session required for all first-year students, designed to increase students' awareness of Career Services Office, the issues they will be addressing throughout their career development, and the services available to help them with that process.

1. Students can state the location of the Career Services Office.
2. Students can verbalize that Career Services is helpful for all students, regardless of year.
3. Students can verbalize that the career development process is of a cyclic nature.

4. Students can verbalize that they should not be expected to have a clear idea of their future upon entering college.
5. Students can identify the correct description of eCareers amongst other incorrect options.

Major Decisions Kick-off (Choosing Your Major): A one-hour meeting/reception in which sophomores and freshmen are acquainted with Career Services and given information about how to choose a major and how to use the Major Decisions Series.

1. Students can list at least one method for knowing themselves better.
2. Students can list at least one method for gathering additional information about their academic major options.
3. Students agree with the statement that careers are not directly linked to majors.

Junior Tip-Off Meeting: A one-hour meeting/reception in which Juniors are exposed to the career development process, a timeline for success, and are encouraged to begin taking steps now.

1. Students can name the steps necessary in identifying and obtaining a satisfying career.
2. Students can identify their current stage in the development cycle.
3. Students can identify their next step towards career development.
4. Students can list one or two programs in March Madness that could be of help to them.

Senior Meeting: A one-hour meeting/reception in which seniors are educated about the career development process, the current job market trends, a timeline for success, and are encouraged to begin taking steps now.

1. Students can name the steps necessary in identifying and obtaining a satisfying career.
1. Students can identify their current stage in the development cycle.
2. Students can identify their next step towards career development.
3. Students can list one or two methods for knowing themselves better.
4. Students can list one or two methods for gathering information about their options.

Major Decisions Workshops: A series of one-hour workshops, one for each participating academic department, which gives students more information from faculty and alums about the department, its opportunities, and possible career options to help in deciding upon a major or career path.

1. Students can list at least one method for knowing themselves better.
2. Students can list at least one new thing they learned about one of their academic major options.
3. Students can list at least one method for gathering additional information about their academic major options.
4. Students agree with the statement that careers are not directly linked to majors.

Interviewing Workshop: A regularly-occurring one-hour workshop in which students are taught the qualities of an effective interview and how to prepare, encouraged to articulate their skills and experience in the most successful way, and to be clear about their career goals.

1. Students agree with the statement that it is important to know your skills and to know about the employer to be most successful in an interview.
2. Students can list at least one new thing they learned about interviewing.
3. Students can list 2 steps in successfully preparing for an interview.

Resume Workshop: A regularly-occurring one-hour workshop in which students are taught the qualities of an effective resume, encouraged to articulate their skills and experience in the most successful way, and to be clear about their career goals.

1. Students can list 3 important characteristics of a resume.
2. Students can list at least one new thing they learned about themselves.
3. Students can accurately state the purpose of a resume.

Cover Letter Workshop: A regularly-occurring one-hour workshop in which students are taught the qualities of an effective cover letter, encouraged to articulate their skills and experience in the most successful way, and to be clear about their career goals.

1. Students can list 3 important characteristics of a cover letter.
2. Students can accurately state the purpose and use of a cover letter.

Graduate/Professional School Workshop: A regularly-occurring one-hour workshop in which students are taught how to make appropriate life decisions (such as whether graduate school is right for them), encouraged to be clear about their career goals, and taught the qualities of an effective graduate/professional school application.

1. Students can list 3 tips for making their graduate/professional school application stronger.
2. Students can list at least one new thing they learned about graduate or professional school and/or the application process.
3. Students can identify their current stage in the development cycle.
4. Students can identify their next step towards career development.
5. Students can list several methods for gathering information about their graduate school options

Job Search Workshop: A regularly-occurring one-hour workshop in which students are taught the importance of a clear career objective and how to most effectively obtain a satisfying position.

1. Students agree with the statement that it is important to know your skills and to have a clear job target to be most successful in the job search.
2. Students can identify their current stage in the development cycle.
3. Students can articulate the most successful job search strategies.
4. Students can list 2 resources for identifying job or internship opportunities.
5. Students can list 2 aspects of successful networking.

Career Development Workshop: A regularly-occurring one-hour workshop in which students are taught the career development cycle and the resources available to help them wherever they may be in their career development.

1. Students can list at least one new thing they learned about themselves.
2. Students can name the steps necessary in identifying and obtaining a satisfying career.
3. Students can identify their current stage in the development cycle.
4. Students can identify their next step towards career development.
5. Students can list several methods for knowing themselves better.
6. Students can list several methods for gathering information about their options.

Internship Workshop: A regularly-occurring one-hour workshop in which students are taught the value of an internship, ways to get a clearer career objective, and how to most effectively obtain a satisfying internship.

1. Students can articulate the most successful job search strategies.
2. Students can list 2 resources for identifying job or internship opportunities.
3. Students can list 2 aspects of successful networking.

Career & Graduate/Professional School Fairs: A forum for many employers and school representatives to gather, designed for students to gain more information about their options, network with organizations, and gain experience in professional interaction.

1. Students can list at least one new thing they learned about one of their career or study options.
2. Students can list at least one organization that may have opportunities related to their career or study options.

Graduate School Panels: Panels of faculty within broad categories (i.e. social science) speak about graduate school in that discipline, giving students more information about their options so that they can make wise decisions and can be strong applicants to other institutions.

1. Students can identify their next step towards career development or implementation.
2. Students can list at least one method for gathering information about their graduate school options.
3. Students can list at least one new thing they learned about one of their graduate school options.
4. Students can list 2 tips for making their graduate/professional school application stronger.

“Careers in...” Panels: Monthly one-hour panel of alums representing diverse occupations within a broad industry, designed to expose students to a wide range of options, give them detailed information about these occupations, and help them make successful career decisions.

1. Students can list at least one new thing they learned about one of their career options.

Walk-In Critiques: One-hour drop-in times twice a week in which all counselors are available to answer students' quick questions, typically about a resume or cover letter.

1. Students can list at least one new thing they learned about presenting themselves successfully in written documents.

Resume Critiques by Alumni (Employers or Grad Schools): Individual appointments scheduled in which alumni representing an area of interest to the student critique the student's resume and provide feedback and suggestions.

1. Students can list at least one new thing they learned about presenting themselves successfully in written documents.
2. Students can state one new thing they learned about the industry that the alum was representing.
3. Students can state one new thing they learned about the application process.

Mock Interviews (by Career Services Staff or Employers or Grad Schools):

Opportunities for students to practice their interviewing skills, receive feedback about their performance, and in some cases observe themselves on videotape.

1. Students can list 2 steps in successfully preparing for an interview.
2. Students can list at least one new thing they learned about presenting themselves successfully in person.

Employer Information Sessions: Forums in which employers provide students with information about their company so that they can assess goodness of fit and gear their application specifically to the company's needs.

1. Students can list at least one new thing they learned about the opportunities within an organization or graduate school.

Dining Etiquette Presentations: Presentation by an outside trainer in which students learn about proper etiquette, place settings, handling difficult dining situations, and how to interact professionally while dining on a fine meal. This is designed to help students present themselves in the best possible light with potential interviewers.

1. Students can accurately describe a place setting and the proper use of all the items.
2. Students can name 3 new things they learned about dining etiquette.

Don Asher: National expert presenting a workshop to help students (primarily upperclassmen) with their career planning and teach them skills for the job search and grad/professional school application, brought to campus to add an outside perspective that might motivate students in a new way.

1. Students can name the steps necessary in identifying and obtaining a satisfying career.
2. Students can identify their next step towards career development.
3. Students can list at least one new thing they learned about themselves.
4. Students can list 3 aspects of successful networking.
5. Students can articulate the most successful job search strategies.
6. Students can articulate 3 ways to improve a graduate school application.

Patrick Combs: National expert brought to campus to present a workshop designed to motivate students (primarily juniors) to aim for their dreams and to begin now to work on their plans for after Davidson.

1. Students would agree with the statement that it is best to clearly define your career goals.
2. Students can identify their next step towards career development.

January Lilly Event: A full-day workshop for sophomores, designed to increase students' self-knowledge and knowledge of options, to help generate a list of possible options, to make students aware of the many resources available to help them move forward in their exploration of vocation, and to help students set concrete goals for their next steps.

1. Students can list one or two methods for knowing themselves better.
2. Students can list at least one new thing they learned about themselves.
3. Students can name the steps necessary in exploring and clarifying their vocation.
4. Students can identify their current stage in the development cycle.
5. Students can identify their next step towards career development.
6. Students can list multiple career and/or academic major options that would be possible good fits.
7. Students can list 2 resources for identifying job or internship opportunities.
8. Students can list multiple methods for gathering information about their career and/or academic major options.

Individual Counseling: Scheduled one-on-one meetings with a career counselor at the student's request. These meetings seek to address the student's immediate concern, but also to educate them on the bigger and ongoing process of career development.

1. Students can name the steps necessary in identifying and obtaining a satisfying career.
2. Students can identify their current stage in the development cycle.
3. Students can identify their next step towards career development.
4. Students can list at least one method for knowing themselves better.
5. Students can list one or more methods for gathering information about their options.
6. Students can list multiple options that would be possible good fits.
7. Students can list 2 important characteristics of a resume.
8. Students can list 2 important characteristics of a cover letter.
9. Students can list 2 steps in successfully preparing for an interview.
10. Students can articulate the most successful job search strategies.
11. Students can list 2 resources for identifying job or internship opportunities.

12. Students can list 2 aspects of successful networking.
13. Students can list at least one new thing they learned about themselves
14. Students can list 2 tips for making their graduate/professional school application stronger.

Assessment Inventories: Inventories (both standardized and individual worksheets) designed to help students reflect upon themselves, gain self-understanding, appreciate their uniqueness, and generate options that would be compatible with their characteristics.

1. Students can list at least one new thing they learned about themselves.
2. Students can list multiple career options that would be possible good fits.

Personal Profile: A hard-copy worksheet, completed by the student and counselor in an individual meeting, designed to facilitate self-understanding. This compilation of self-information can help students generate and evaluate options that fit for the student.

1. Students can list at least one method for knowing themselves better.
2. Students can list multiple options that would be possible good fits.
3. Students can list at least one new thing they learned about themselves.

eCareers: Software that houses job and internship openings, employers that recruit with Davidson, alumni mentors, and a calendar of Career Services events. This is our primary means of connecting students with opportunities and communicating with students about opportunities that match their stated interests.

1. Students can describe resources housed in eCareers.

Library: A vast collection of print resources with information on occupations, connecting traits or majors with compatible careers, and job search skill-building.

1. Students can describe the types of resources available to them.

Website: Available 24-7, the site provides extensive information about current Career Services events, self assessment, occupational exploration, career development and decision making, graduate/professional school application, and job search skills, as well as links to other related resources.

1. Students can state that the Career Services website has information about all aspects of career development.

### **OUTCOMES ASSESSMENT PLAN:**

#### **2003 – 2004:**

1) Davidson 101: Assess all 5 learning outcomes listed for Davidson 101. Method: Through an electronic survey of 5 multiple choice questions sent out half-way through the semester, responses from students who have not taken the Career Services part of 101 will

be compared to the responses from students who have to see if a greater percentage of students got the answers correct after taking the course.

**Results:** The purpose of the study was to determine what the first year students learned in Davidson 101.

**Assessment Method:** Half way through the semester, all first year students were sent an electronic survey that consisted of 5 questions that correspond to the learning outcomes listed below. For analysis, the respondents were divided into two groups: one that had taken the Career Services' component of 101 and one that hadn't had it yet. Students answered the same 5 questions and the percentage of correct responses for each question were calculated and compared across groups. The response rate was 88% for students who had taken the course and 77% for those who hadn't.

**Learning Outcomes:**

1. Students will know that Career Services has helpful resources for all 4 years at college.
2. Students will know that it is unrealistic to have a clear career plan upon entering college.
3. Students will know the location of Career Services' office.
4. Students will know that the process of making career decisions is cyclical.
5. Students will know the purpose/function of eCareers.

**Summary of Results:** There was an average percentage change of 15% growth in learning from the class, with 2 of the 5 questions being answered correctly by more than 90% of the students.

**Implications:**

1. We know that students are learning the information that we intend through 101. The increase in percentage of correct responses was 15% after taking the course. The greatest improvement in learning was in:
  - a) That Career Services can be helpful all 4 years of college and
  - b) that "eCareers" is Davidson's system for connecting students to opportunities of interest and to employers.
2. We know that the majority of the first year students know the information contained in the 5 questions without taking the course. Specifically, without the course, over 80% of the students knew
  - a) that they didn't need a clear idea of their future upon entering Davidson, and
  - b) that the Career Services office is on the top floor of the student union.This information could be omitted or deemphasized.
3. We know which information we need to emphasize more if fewer students are learning it than we hope. After taking the course, the information that had the lowest percentage of correct responses was:
  - a) that there are some stages that cycle over and over in developing and implementing your career goals,

b) that eCareers is Davidson’s system for connecting students to opportunities of interest to them and to employers, and

c) that Career Services can be helpful all 4 years of college.

These are areas we could emphasize more.

See the following chart for the questions and the percentage of correct responses:

Question	% correct before taking the class	% correct after taking the class	% change in learning
1. Personally, I think this about career services: The services can be helpful all 4 years of college	65.36%	87.3%	22%
2. Upon beginning Davidson, I should have a clear idea of what I want to do with my future (false).	87.22%	95.22%	8%
3. The Office of Career Services is located: on the top floor of the Alvarez Student Union	80.45%	92.17%	12%
4. In developing your career goals: there are some stages that cycle over and over.	65.92%	80%	15%
5. “eCareers” is Davidson’s system for: connecting students to opportunities of interest to them and to employers.	67.04%	84.78%	17%
AVERAGE	73%	88%	15%

2) January Lilly Program: Assess outcomes #1, 2, 5, and 6 via a written survey at the end of the day-long program.

**Results:** The purpose of the assessment is to determine what the sophomore students are learning in “Decisions: Majors & Careers” and which components seem to contribute most to that learning.

**Assessment Method:** Participants in the day-long seminar were given a written evaluation to complete that was composed of 4 open-ended questions. Fourteen of the 16 participants returned the surveys.

**Learning Outcomes:**

1. Students will learn more about themselves.
2. Students will explore and consider new career/major options.
3. Students will define specific next steps for their career development.

1. Students did learn more about themselves. All of the respondents found the program to be helpful, and 9 out of 14 specifically mentioned that they learned about themselves. The activities cited most often as contributing to this learning were:

- a) Getting feedback from others about themselves
- b) Exploring their career fantasies and the connections between them
- c) The values auction

The values auction was also cited by 2 people as not being helpful. It appears that this activity produces a strong reaction in people – either positive or negative.

2. While many students did explore and consider new options (7 out of 14 specifically said so), there were some other unanticipated gains. Among the learning that was mentioned was: feeling more hopeful, being aware of more resources, and learning how to make decisions. The activities cited most often as contributing to this learning were:

- a) Getting feedback and brainstorming suggestions from others
- b) The blackjack exercise that had them examine their fit with a particular occupation

Demonstrating the website resources received mixed reviews. Several people said it was helpful but many said it was boring.

3. Students were able to set clear goals for next steps (12 out of 14 indicated that they did). Additional learning was: learning the process for continual career development, developing new ways of thinking about majors and careers, and giving more confidence.

**Implications:**

1. The current program is accomplishing the intended learning outcomes, namely helping students learn more about themselves, their options, and set concrete goals.
2. Getting feedback from others (peers and career counselors) about themselves and potential options seems to have the most impact on the learning.
3. The program should add more time if possible on the elements of group feedback.
4. Some additional learning from the program includes being more hopeful, know more about decision making and the career process. We should consider directly assessing these learning outcomes in the future.
5. The program should add in exposure to more occupations like the blackjack exercise.

6. The segment on internet resources should remain, but we should explore ways to make it more interactive and engaging.

#### **2004 – 2005:**

1) Sr. Meeting: Assess the educational value of the senior kickoff meeting.

**Results:** The purpose of this assessment is to determine what the students attending the Senior Kickoff Meeting learned compared to those who did not attend.

**Assessment Method:** The day after the Senior Kickoff Meeting, all seniors were emailed a link to a survey containing 8 questions, one of which indicated whether or not they had attended the meeting. The data on correct responses to the other 7 questions were separated and analyzed by whether or not they attended the meeting.

#### **Learning Outcomes:**

1. Students will know that Career Services can help them with numerous aspects of their career development, but will not apply to employers for them.
2. Students will be aware of the different programming opportunities through “Senior Success,” including Don Asher’s presentation.
3. Students will know that they should base the timing of their job search on the industry to which they are applying.
4. Students will know that the most common complaint from employers is that Davidson students do not know enough about the organization to which they are applying.
5. Students will be aware of the career fair opportunities afforded to them.
6. Students will know the purpose/function of eCareers.
7. Students will understand that their active participation in recruiting events and attending panels has an effect on their job search as well as Davidson’s relationship with employers and the community.

**Summary of Results:** 137 students responded (~30% response rate); 84 who had attended and 53 who hadn’t. There was an average of 20% more students who answered correctly in the group who went to the meeting than the group that didn’t. However, the 20% doesn’t accurately reflect the difference, in that some questions had a very large difference (59% difference) and some had a very small difference (1% difference). Thus, for most questions, the meeting had either a large impact or no impact on teaching the correct information.

#### **Implications:**

1. Students who attended the Senior Kickoff were more knowledgeable than students who didn’t attend the meeting on 3 of the 7 items.
2. Students who attended the meeting knew a lot more than those who didn’t attend about the career fair opportunities, what criticism employers typically make about Davidson students, and when to apply for positions. This information seems to have been communicated very clearly and retained.
3. In cases where there wasn’t a large difference in correct responses, the majority of students already knew the information. With or without the meeting, students

seem to know about the Senior Success programming, what Career Services can and cannot do for them, what eCareers is, and that their participation in career events will have an impact on the college. It is good to know that that information is being communicated through other channels and may not need to be emphasized in the meeting. Thus, students already seem to know that they need to be an “ambassador” for the college, even though their behavior isn’t necessarily consistent with that awareness.

4. While the learning was significant, we could still improve upon the number of students who know what eCareers is and can recognize the names of the career fairs/interview days. Perhaps even more emphasis on these areas would be helpful in the future.

See the following chart for the questions and the percentage of correct responses:

Question	% correct without meeting	% correct with meeting	% difference
1. Career Services can help me with all of the following: <ol style="list-style-type: none"> <li>1. writing a resume</li> <li>2. <b>applying to employers on my behalf</b></li> <li>3. translating my skills into viable career options</li> <li>4. interview preparation</li> <li>5. contacts with which to network</li> </ol>	0% <b>89%</b> 2% 0% 9%	1% <b>87%</b> 6% 1% 5%	-2%
2. The first big part of Senior Success programming is: <ol style="list-style-type: none"> <li>1. employer mock interviews</li> <li>2. <b>Don Asher’s “Soar After Davidson”</b></li> <li>3. workshops on networking</li> <li>4. Pigapalooza</li> <li>5. convocation</li> </ol>	3% <b>89%</b> 6% 0% 2%	0% <b>90%</b> 4% 1% 5%	1%
3. It is best to begin applying for positions: <ol style="list-style-type: none"> <li>1. right after fall break</li> <li>2. right now</li> <li>3. <b>it depends upon the career fields I’m applying for</b></li> <li>4. at home over winter break</li> <li>5. at the beginning of Spring semester</li> </ol>	0% 40% <b>60%</b> 0% 0%	0% 13% <b>87%</b> 0% 0%	27%
4. One of the most common complaints about our students from recruiting employers is: <ol style="list-style-type: none"> <li>1. <b>students have not researched the employer or the position adequately</b></li> <li>2. students are not dressed in proper interview attire</li> <li>3. students don’t have a clear career focus</li> <li>4. students with a liberal arts degree don’t have applicable skills</li> <li>5. none of the above</li> </ol>	<b>41%</b> 2% 17% 2% 38%	<b>100%</b> 0% 0% 0% 0%	<b>59%</b>

5. BARC, SLAC, and Metrolina are: 1. names of some organizations that recruit Davidson students 2. electronic job boards that post openings 3. Davidson alumni mentor groups 4. <b>off campus interview days/career fairs cosponsored by Davidson</b> 5. all of the above	30% 38% 4% <b>13%</b> 15%	7% 6% 0% <b>68%</b> 19%	<b>55%</b>
6. "eCareers" is Davidson's system for: 1. assessing your skills as they relate to different careers 2. providing a template from which you can build your resume 3. advertising openings for technical careers 4. <b>communicating opportunities for employment and graduate school</b> 5. none of the above	6% 4% 6% <b>80%</b> 4%	5% 4% 2% <b>82%</b> 7%	<b>2%</b>
7. Students participating in career fairs, on-campus recruiting, and attending panels: 1. will build job search skills 2. will influence whether or not employers are likely to return 3. will be making a positive contribution to the community 4. will enhance the likelihood of obtaining a satisfying career 5. <b>all of the above</b>	4% 0% 0% 0% <b>96%</b>	0% 1% 0% 1% <b>98%</b>	<b>2%</b>
<b>AVERAGE</b>	<b>67%</b>	<b>87%</b>	<b>20%</b>

2) Review literature on learning outcomes assessment and career interventions assessment to decide which outcomes would be appropriate to measure in relation to overall student utilization of career services.

**Results:** Departments of higher education are increasingly asked to assess learning outcomes to be used for accreditation, program evaluation, and improving services. Learning outcomes assessment asks: "What do you expect the student to know or do as a result of your program?" or "How do you expect the student to be different as a result of your program?"

Very little has been done thus far in assessing college career centers' learning outcomes. However, the literature on counseling outcomes research provides a framework for assessing the success of career interventions (Oliver & Spokane, 1988; Whiston, Sexton, & Lasoff, 1998; Whiston, 2002). Studies have examined the effect of a host of interventions (i.e. career counseling, classes, workshops, videotaped interventions) on various outcomes (i.e. career decisiveness, career maturity, career exploration behavior). One outcome that has been the focus of much theory and research for over a decade is self efficacy.

Self efficacy refers to the expectations one has of his or her ability to complete a certain behavior. The Davidson Career Services Office in particular expects that students who use our services repeatedly over time will have greater confidence in their ability to make good career decisions. We intend to assess career decision making self efficacy as our primary learning outcome.

Rather than look at one specific skill (i.e. resume writing ability) or the effects of a one-time program (i.e. attending a workshop), we would prefer to assess a more stable and comprehensive change in the student: self efficacy. The Career Decision Making Self Efficacy Scale (CDMSE), developed and validated by Taylor & Betz (1983) is based on 5 key skills: accurate self appraisal, gathering occupational information, goal selection, making plans for the future, and problem solving (Crites, 1978). Further, self efficacy has practical implications. It is empirically and theoretically related to approach behavior, improved performance, and persistence.

Specifically, Career Services' central question is:

**Is career decision-making self efficacy higher for those students who have had more contact with Career Services than those who have had less?**

Other peripheral questions that this assessment might answer include:

Is there a larger change in self efficacy in some class years than others?

Which Career Services interventions are most highly related to self efficacy?

Do Career Services' interventions have a larger impact for some class years than others?

We plan to administer the CDMSE to all students in early fall and again to just the senior class in late spring. We will get follow-up data from the other classes in the fall of 2006. This self efficacy data will be compared to students' utilization of Career Services to answer the above questions.

### **2005 – 2006:**

1) Assess students' Career Decision-Making Self Efficacy as an outcome of utilization of Career Services' programming. Administer a standardized instrument, the Career Decision Making Self Efficacy Scale (CDMSE) through an electronic survey of all students.

2) Correlate the utilization of Career Services' programs with CDMSE. Is the extent of contact with our office related to greater self efficacy? Are some programs more related to self efficacy than others?

3) Assess the following learning outcomes in alumni as they relate to utilization of Career Services:

- Confidence in career decision making ability
- Approach/avoidance of career implementation behavior
- Amount of career implementation behavior
- Effectiveness of career implementation behavior
- Satisfaction with current career choice

4) Assess resume writing skill as a learning outcome of overall utilization of Career Services. Do students who have seen us a lot compose better resumes than those who have seen us less?

**2006 – 2007:**

1) Correlate the difference between pre-post CDMSE with amount of Career Services' utilization. This longitudinal data will allow a causal inference to be made about the effect of Career Services' programming on self efficacy. Do students who use us more have greater gains in self efficacy than students who use us less? Are some programs more effective than others in increasing self efficacy? Does use of Career Services have a greater impact at some developmental stages than others?

2) Assess the following learning outcomes in alumni as they relate to utilization of Career Services:

- Confidence in career decision making ability
- Approach/avoidance of career implementation behavior
- Amount of career implementation behavior
- Effectiveness of career implementation behavior
- Satisfaction with current career choice

3) Is self efficacy related to other outcome variables (listed in #2 above)? Can we assume that if we impact CDMSE that it will have a positive effect on career behavior and persistence?

**2007 – 2008:**

1) Correlate the difference between pre-post CDMSE with amount of Career Services' utilization. This longitudinal data will allow a causal inference to be made about the effect of Career Services' programming on self efficacy. Do students who use us more have greater gains in self efficacy than students who use us less?

2) Assess the following learning outcomes in alumni as they relate to utilization of Career Services:

- Confidence in career decision making ability
- Approach/avoidance of career implementation behavior
- Amount of career implementation behavior
- Effectiveness of career implementation behavior
- Satisfaction with current career choice

3) Is self efficacy related to other outcome variables (listed in #2 above)? Can we assume that if we impact CDMSE that it will have a positive effect on career behavior and persistence?

**2008 – 2009:**

1) Correlate the difference between pre-post CDMSE with amount of Career Services' utilization. This longitudinal data will allow a causal inference to be made about the effect of Career Services' programming on self efficacy. Do students who use us more have greater gains in self efficacy than students who use us less?

2) Assess the following learning outcomes in alumni as they relate to utilization of Career Services:

- Confidence in career decision making ability
- Approach/avoidance of career implementation behavior
- Amount of career implementation behavior
- Effectiveness of career implementation behavior
- Satisfaction with current career choice

3) Is self efficacy related to other outcome variables (listed in #2 above)? Can we assume that if we impact CDMSE that it will have a positive effect on career behavior and persistence?

**2009 – 2010:**

1) Utilize longitudinal data to determine the absence or presence of a causal relationship of Career Services' programming on self efficacy. Prepare report evaluating the questions - Do students who use us more have greater gains in self efficacy than students who use us less? Is self efficacy related to other outcome variables (listed in #2 below)? Can we assume that if we impact CDMSE that it will have a positive effect on career behavior and persistence?

2) Report on the following learning outcomes in alumni as they relate to utilization of Career Services:

- Confidence in career decision making ability
- Approach/avoidance of career implementation behavior
- Amount of career implementation behavior
- Effectiveness of career implementation behavior
- Satisfaction with current career choice

12/20/05

jea

# CHAPLAIN

## **Department: Office of the Chaplain**

### **Mission Statement:**

The Office of the Chaplain at Davidson College serves the pastoral needs of the college community; nurtures a spiritual environment in which all members of the community, regardless of denominational or religious affiliation, may hold informed religious beliefs with integrity and find avenues to express their beliefs through personal study and reflection, corporate fellowship and worship, clarification of their values and vocation, and service to other people and God; and assists the college community in understanding and embodying its Reformed faith heritage

This approach to chaplaincy is informed by Davidson's Presbyterian church-related heritage as expressed in the college's Statement of Purpose: "The Christian tradition to which Davidson remains committed recognizes God as the source of all truth, and finds in Jesus Christ the revelation of that God, a God bound by no church or creed. The loyalty of the college thus extends beyond the Christian community to the whole of humanity and necessarily includes openness to and respect for the world's various religious traditions."

### **Program Goals:**

In implementing this mission, the chaplaincy staff engages students and other members of the college community in a range of activities which help them more fully to understand and embody their own faith traditions, to appreciate the faith traditions of others, and to relate their faith to life, learning and decision-making.

### **Learning Outcomes:**

*Bread for the Journey (BFJ):* A weekly, ecumenical lunch-time discussion of the Gospel lectionary passage for the upcoming Sunday. Participants include students, chaplains and denominational campus ministers.

#### *Learning Outcomes:*

1. Be able to explore the Gospel reading both critically and devotionally, being aware of and integrating various perspectives on the text
2. Be able to express how they might talk about the reading if they were preaching on it
3. Be able to recognize the themes and issues in the text as they encounter it progressively week by week

#### *Assessment plan details:*

The Rev. Kathy Beach-Verhey, Presbyterian Church (USA) campus minister, and the Rev. Rob Spach, College Chaplain, served as assessors. They asked for volunteers from among participants to take part in the assessment, at which they asked the following questions that arise from the intended learning outcomes:

1. What have you learned about Jesus and your Christian faith by reading and discussing the Gospel lectionary passage each week?
2. When you look at a Gospel text, what analytical questions is it helpful to raise in order to understand the passage more fully?
3. From your BFJ experience, what do you see as important questions/issues to raise about a text in thinking about how to preach on it?
4. Describe the process of a BFJ gathering? What are the component parts? Why do they matter?

5. Why have you chosen to attend BFJ throughout this year? What will you take with you from this experience?

*Spring Break Reverse Mission Trip to Nicaragua:* The Chaplain's Office sponsors trips to Nicaragua over Spring Break for a team of 10-14 students. The trip is co-sponsored with the Davidson College Presbyterian Church. The team of students and clergy leaders meets weekly for two hours throughout the Spring semester, reading and discussing history, politics, economics, scripture and theology. They then spend ten days in Central America on a "reverse mission" experience, and they share their experiences with the college and church communities upon their return.

*Learning Outcomes:*

1. Experience ecumenical Christian fellowship as members of a diverse team that identifies itself as representative of the larger "Body of Christ"
2. Be able to identify and discuss how any given theology is "situated," i.e., written from a particular social, historical and political context, and therefore how their own theological assumptions and perspectives must be re-examined and critiqued in light of this cross-cultural experience
3. Be adept at interdisciplinary learning through integrating the study of history, politics, economics, scripture, and theology, in this case by studying Nicaragua specifically and Central America in general
4. Be able to identify and discuss the prophetic witness in the Bible and how it addresses issues of social, economic and political injustice, so that they may call their own faith communities to a wholistic witness to the biblical vision of life
5. Be able to identify and discuss how various Christians have responded to the economic needs and injustices that characterize the lives of most Nicaraguans (and, for that matter, all people who live in abject poverty around the world)
6. Grow in appreciation for another culture as they experience the culture and hospitality of our Nicaraguan hosts, especially during our home stays
7. Be familiar with non-governmental organizations, local cooperatives, and faith communities which are working to empower impoverished Nicaraguans (we do this through attending lectures, visiting project sites, and experiences of accompaniment with community leaders), so that they may support these efforts either individually or on an organizational level (e.g., students founded the group DGA here at Davidson to support a Nicaraguan NGO assisting children in the Managua dump)
8. Be able to identify and articulate what we as North Americans and as Christians feel called to do in response to the poverty and oppression of our Nicaraguan brothers and sisters, and take action in their own lives based on those convictions
9. Be able to conduct public presentations about what we have experienced and learned through our "reverse mission" trip

*Assessment plan details:* College Chaplain Rob Spach served as assessor. He read reports students turned in for grants from the college which helped finance the trip; he assessed what actions students have taken (organizations they've started or joined, choices they've made in lifestyle, etc.) six months to one year after participating in the trip; he sent emails to students a few months after the trip, asking them to articulate what were the three most important things they learned from this experience.

*Stapleton/Davidson Urban Service Internship:* A 10-week summer internship co-sponsored by two churches in Charlotte. Four interns spend 40 hours a week working at

social service agencies, and they meet weekly as a group with the Chaplain or church pastors to examine how Christian faith, social justice, and urban service are related. They have assigned readings and must prepare journal reports.

*Learning Outcomes:*

1. Be aware of the social and economic circumstances of people living in urban poverty and the network of social services available to them
2. Be able to identify, critique and contribute to the responses of faith communities to urban poverty
3. Be able to articulate how their personal Christian faith is connected to the reasons for which and the ways in which they engage in community service
4. Be able to identify and thoughtfully discuss biblical passages and theological perspectives that address issues of social injustice, and be able to articulate some of the connections between prophetic witness and various forms of community service (charity, empowerment, solidarity, and activism)
5. Be able to analyze and critique some of the economic and political structures which create and perpetuate social injustice in urban communities in the USA so that they may act as responsible citizens calling for a more just society
6. Acquire and use the particular skills needed for service in the agencies where they are interns (e.g., intake interviews at Crisis Assistance Ministries, how to lead a panel discussion by homeless neighbors at the Urban Ministry Center, etc.)
7. Be able to discuss how what they have learned about themselves, Christian faith and thought, and social concerns during their summer service experience sheds light on their sense of vocation, so that they can make choices about their future direction that grow from their sense of God's calling in their lives
8. Be able to identify aspects of worship in various contexts (e.g., large, wealthy urban churches or predominantly African-American congregations), and be able to help lead worship and provide mission interpretation in such settings

*Assessment plan details:* Assistant Director of the Lilly Programs, Jill Williams, served as assessor. At the beginning of the summer, we handed out a sheet with questions to get a sense of how much students already know about the issues addressed in the internship. At the closing retreat, we asked specific questions to see what answers were given relating to intended outcomes; we also reviewed written reports turned in by each student.

*Weekly College Worship:* A mid-week, ecumenical service of Christian worship planned and led by a team of students with assistance from the College Chaplain.

*Learning Outcomes (for student leaders):*

1. Understand and be able to articulate the rationale & theology behind an order of worship & each component part
2. Be able to identify, plan and lead various parts of a worship service
3. Be able to foster community among those coming for worship
4. Be able to make a worship service inclusive (use of appropriate language in liturgies, prayers, songs, etc.)
5. Be able to interpret biblical texts for worship settings, preach before their peers, and lead public prayer
6. Be familiar with worship resources from Christian communities from around the world which they could use in developing future worship services in other contexts

*Assessment plan details:*

The Rev. Dr. Tim Beach-Verhey, Director of the Lilly Programs for the Theological Exploration of Vocation and Adjunct Professor of Religion, served as assessor. He interviewed the students who serve on the worship planning group. Prior to the interview, he distributed a sheet with written questions arising from the intended outcomes. He used their written responses, in addition to their answers during the interview, to assess the program.

Questions asked in the interviews with students:

1. Describe the process of planning a worship service for Weekly College Worship. Did you gain or learn anything from this worship planning process?
2. What have you learned about Christian worship this year?
3. Of what worship resources have you become aware?
4. Identify parts of an order of Christian worship.
5. What do you perceive to be the most meaningful aspects of worship for those who attended who were not involved in planning & leading worship?
6. How can a sense of community be fostered during and after worship?
7. What did you learn from leading aspects of worship, speaking / preaching in worship, interpreting scripture for worship, leading prayers in worship?
8. What has Weekly College Worship meant to you? Has participating in it had any impact on your Christian faith? If so, in what ways?

*Time-line for assessments:*

Spring 2004: Weekly College Worship; Bread for the Journey

Summer 2004: Stapleton/Davidson Urban Service Internship

Spring 2005: Spring Break Reverse Mission Trip to Nicaragua

Summer 2005: Stapleton/Davidson Urban Service Internship (2<sup>nd</sup> time)

Fall 2006: Bread for the Journey (2<sup>nd</sup> time)

Spring 2007: Weekly College Worship (2<sup>nd</sup> time)

Summer 2007: Stapleton/Davidson Urban Service Internship (3<sup>rd</sup> time)

Spring 2008: Spring Break Trip (2<sup>nd</sup> time)

*Results of assessments*

As of December 2005, the assessment of the programs described above indicates that the vast majority of intended learning outcomes are being achieved in each of these programs. Based on the assessments, several changes to programs have been instituted. For example, with the Stapleton/Davidson internship, the syllabus has been revised and a few new aspects of the program implemented to help interns in their interactions with each other. Furthermore, we changed one of the internship placement sites. With the Spring Break trip, we used our assessment to revise our syllabus.

# **COLLEGE UNION**

## **Department: College Union**

### **Mission Statement**

The mission of the Davidson College Union is to create a strong community on campus by providing a comfortable and engaging center to gather and interact and by offering quality programs and services for all members of the campus community. The College Union strives to provide both a place of comfort, safety, and involvement, and a center of excitement, surprise, and challenge.

### **Program Goals**

- To serve as the community center for all members of the College community including: students, faculty, staff, alumni, and guests.
- To contribute to the educational mission of the institution through the provision of cultural, social, educational, and entertainment programs sponsored by the Union Board.
- To introduce students to programs in the performing arts, helping them develop lifelong interests.
- Through the Fitness Center, the Climbing Wall, and the Group Challenge Course, to provide activity areas that offer challenge, and enjoyment.
- To enable students to participate as volunteers in the various Union Board Committees and Davidson Outdoors learning the many aspects of leadership and citizenship that serve them long after graduation.
- To assist student organizations in the creation of a rich and multifaceted campus life by providing program and office space, organizational support, advice, leadership training, and bookkeeping.
- To create opportunities for campus members to engage in debate, conversation, and interaction around the issues of the time.
- To serve as a unifying force on the campus where individuals learn to respect others and learn how to work and play together.
- To create a sense of belonging and an environment of caring for all students and student groups.
- To provide meaningful work experiences for the Union's student employees.

## **STUDENT EMPLOYEES AND VOLUNTEERS / LEADERS**

A corps of 200 volunteers and 120 student employees work together to carry out the College Union's mission.

### ***Common Learning Objectives for all student volunteers and employees:***

1. Students will develop a sense of membership with a group of fellow students and staff who are working to achieve a sense of community. In learning this skill they will be able to work with others to provide services, and produce programs for the greater community. Union Board members who develop this skill will be able to provide major events such as Spring Frolics, including the planning and handling all aspects of event production. Davidson Outdoors Trip leaders will be able to develop a community spirit within the groups they lead on the Odyssey and throughout the year. This will be noted in the trip evaluations provided by trip participants.
2. In dealing with the public students will develop decision making ability and conflict resolution skills and therefore be able to manage large group challenges as they arise and be able to handle complaints. They will know when to manage a

situation by themselves and when to call for help. Example: Student House Managers who learn these skills work the late night shifts on Saturday night with out staff present.

3. Students will be able to work independently with minimal staff supervision. They will be able to accomplish significant assignments given basic mission information and will be able to work out the details necessary to achieve the mission. Example: Student Ticket Office employees who learn these skills will work the “will call” table at events on their own. Student Front of House managers be able to work events in the Performance without staff present, providing information and instruction to ushers and resolving patron problems.

**Assessment method:**

Students complete a self-assessment annually regarding their learning on the learning outcomes listed more precisely below. In addition, we are doing focus groups with a non-departmental facilitator/evaluator on different areas each year. For 2005 the Davidson Outdoors (Odyssey) Trip Leaders were the focus of this approach. Full assessment results attached.

**Volunteers / Leaders:**

Davidson Outdoors Trip Leaders

Students, supported by 2 professional staff members, serve as leaders for outdoor adventure trips sponsored by the Davidson Outdoors Program. These students take a non-credit semester course in Wilderness Leadership Training, including certification in CPR and Wilderness First Aid in order to qualify for this responsibility. Normally a trip leader serves 15 nights in the wilderness during the year.

*Learning Outcomes:*

1. Students will be able to lead trips safely, calling on professionals for hard skills as needed.
2. Students will be able to apply the appropriate steps to developing community within the trip environment.
3. Students will be certified in CPR and wilderness first aid.
4. Students will be able to drive college vehicles responsibly and safely with full passenger and gear loads.
5. Students will be able to teach basic outdoor recreation skills to trip participants.
6. Students will be able to respond to certain crises in a wilderness environment. This will include locating a lost person on a trip, treating an injury, and managing an injury situation, including arranging for or executing the evacuation of an injured participant.
7. Students will be able to plan and organize an outdoor adventure.

*Assessment Summary for Odyssey Trip Leaders*

The Davidson Outdoors Odyssey Trip Leader Training Program provides an extremely effective, hands-on, community-oriented experience for undergraduate students who are about to lead incoming first-year students on week-long backcountry or service trips. Trip leaders are required to master a range of hard skills—first aid, setting up camp, whitewater paddling, backpacking, directing service projects—while simultaneously learning to work well with another trip leader, foster positive group dynamics, ensure

everyone's physical and emotional safety, and introduce participants to their Davidson College experience.

The eight students who participated in this learning outcomes investigation process represented a range of backgrounds: several have been very involved with the Davidson Outdoors program for two or more years, including as previous Odyssey trip leaders, while others had just finished their first time as an Odyssey trip leader. All of them, however, spoke glowingly and candidly about what they have learned. The fact that they all focused much more on the "soft skills" than the "hard skills" (both in their written responses and during the group interview) indicates several things: one, that their mastery of hard skills comes as a given; and two, that they perceive their personal growth and the acquisition of less tangible skills such as leadership and conflict resolution as important, transferable, life-long and life-enhancing qualities.

Judging from these trip leaders' contributions to the learning outcomes investigation, the Davidson Outdoors Odyssey Trip Leader training program is accomplishing everything it sets out to do and more: students are able to lead safe, rewarding, and enjoyable trips – and they also learn a great deal about themselves and others in the process. The leadership and confidence they develop as trip leaders remain with them long after the summer sessions are over, enhancing not only their personal interactions but also their academic performance during term time.

I have witnessed the great success of the Davidson Outdoors program through several means: in the spring semester of 2001, I team-taught an interdisciplinary course with Ed Daugherty and Mike Goode that combined the Wilderness Leadership Skills Course with an academic component of environmental reading and writing; I participated in the summer Odyssey program by joining a crew for a day of paddling and a night of camping; and I interviewed this group of trip leaders to determine their learning outcomes. In all of these experiences, I have been most impressed by the ethics and standards of Davidson Outdoors. Students come away from their DO experience with greater confidence, interpersonal skills, knowledge of their natural environment, and leadership abilities – and they do so by helping others learn along the way.

Annie Merrill Ingram  
Associate Professor of English  
& Director, Center for Interdisciplinary Studies  
November 29, 2004

### **College Union Board**

The Union Board consists of 14 student leaders who are responsible for planning and producing 200 or more events each year. Nine Board members are chairs of the following committees - films, speakers, artists series, first year programs, coffeehouse, student performers, concerts, special events, and publicity. Other members are officers and members-at-large. The Board's programs focus on weekend night activities.

#### *Learning Outcomes:*

1. Students will be able to plan, develop, and produce events.
2. Students will be able to recruit, manage, and maintain volunteers.
3. Students will be able to manage a budget.
4. Students will be able to advertise, promote and evaluate events.
5. Students will be able to spend public money responsibly.

6. Students will be able to communicate the purpose and objectives of their programs both orally and in writing.

*Assessment results (May 2005) and plans:*

Marked improvement is apparent in planning, development, and production of events and with spending and the development of a sense of community. We made concerted efforts in these areas. We need to focus on work with volunteers. Budget management is now a responsibility of the whole and of the treasurer, causing some lower scores there. We'll want to be sure all are clear about their responsibilities on this.

## **Student Employees**

### **Information Desk and Ticket Office**

Student employees at the ticket office sell or distribute 30,000 tickets annually, including all ticketing for Duke Family Performance Hall events. Their tasks include selling tickets to phone and walk-up customers, answering questions about upcoming shows, operating the computer program used for ticket sales, and processing, handling, and sorting all ticket revenue.

Students at the Information Desk are primarily responsible for providing a number of customer related services that include answering the telephone and providing timely and accurate information, selling movie tickets, renting videos, issuing keys to student organizations, checking out recreational equipment and games, making reservations for the airport shuttle, issuing student organization account cards, checking out Kaplan study materials, conducting transactions using the DCT (CAT card terminal device), managing Lost and Found, and handling and accounting for money in the cash box.

*Learning Outcomes:*

1. Students will be able to deal with the public in a friendly, courteous, and patient manner.
2. Students will be able to provide prompt and accurate information, relying on excellent telephone etiquette and communication skills.
3. Students will be able to handle cash, cat card, and account card transactions accurately.

*Assessment results (May 2005) and plans:*

Information Desk

All of these areas are positive. We're making special efforts regarding because they are so important at the Information Desk 1 and 2.

Ticket Office

We are confident in improvements made here, but didn't get the instrument out in time to hear from enough students.

### **House and Weekend Managers**

Students serving as House and Weekend Managers are responsible for programs and events set-ups and the overall daily operation of the campus center during nights and weekends. They are responsible for everything that happens within the building and are our key union staff representatives on weekends. 12 student managers provide weekly coverage for the building.

*Learning Outcomes:*

1. Managers will be able to provide assistance and service prior to being asked.
2. Managers will be able to react to change and crises.
3. Managers will be able to be team players.

*Assessment results (May 2005) and plans:*

While it is a problem, it would be great to see more responses of "5" from these employees. These are some of our very best employees and they may have been tougher on themselves in grading #s 1 and 2 above. Some of the scores are not at the top because they report little opportunity to practice dealing with conflict and zero crises, which isn't such a bad thing from a management point of view, but we still want them to learn these skills. We need to be sure that students know how to use the TV remote.

**Fitness Center Staff**

Students working in the Fitness Center are responsible for the maintenance and cleaning of fitness equipment and the overall safe operation of the Fitness Center. All fitness center workers are required to attend a fitness center training certification program before they begin work.

*Learning Outcomes:*

1. Students will be able to demonstrate the safe and proper use of all exercise equipment in the Fitness Center.

*Assessment results (May 2005) and plans:*

The responses suggest that we are on target. This is not a difficult job for students and there is not as much learning involved as in some areas. Again, they report few complaints.

**900 Room Bar Staff**

16 students share the responsibility of running the 900 Room Bar. Each student normally works one or two shifts each week and must be TIPS trained in order to be part of the bar staff.

*Learning Outcomes:*

1. Students will be able to accurately account for all cash and cat card transactions.
2. Students will be able to operate and manage a bar that is done responsibly, legally and safely, in compliance with the North Carolina State Alcohol Beverage Commission (ABC).
3. Students will be able to create and oversee an environment that is conducive for responsible drinking and social interaction.

*Assessment results (May 2005) and plans:*

Few complaints meant that students didn't learn "to be experts". Improvement in number 2 is crucial. This is a nice change from last year and is the result of direct efforts. We will continue with special work on this.

**Tech Services and Duke Family Performance Hall Technicians**

As many as 30 students work to provide technical support for events in the Performance

Hall and through Tech Services for the entire campus. They work independently and in teams. We teach students all aspects of technical support for the Performing Arts.

*Learning Outcomes:*

1. **They will be able to set-up and “tech” any size show from the smallest lecture to a large rock concert.**
2. They will be able to employ a working knowledge of stage protocol and will be able to enter the backstage world of professional show business. Specifically they will be able to work with performers in a businesslike manner without being star struck. In addition, they will be able to work as team members in putting together productions.
3. They will be able to use properly and safely the tools of trade including sound and lighting boards, the fly system, as well as power and hand tools. They will be able to use a variety of appropriate knots and be able to identify ropes and their proper usage. They will understand the principles of rigging and how to build and fly scenery. They will be able to identify stage hardware and it's proper usage. They will gain knowledge about special effects, pyro, stage fog and the safe operation of the aforementioned departments.

*Assessment results (May 2005) and plans:*

All areas are improved. We need more responses, but our crew is larger, recruiting and training improved, yielding across the board increased improvements in learning outcomes for students involved in technical services.

# **COMMUNITY SERVICE**

## **Department: Community Service Office**

### **Mission Statement**

Davidson College aims to “assist students in developing disciplined and creative minds for lives of leadership and service”. This mission guides the work of the community service office. The community service office, through its programs, events and resources, works with students, faculty, staff and community members to promote engagement and learning through service with our local and global community.

### **Program Goals & Outcomes**

In implementing its mission, the Community Service Office seeks to engage students and other members of the college community in a wide range of opportunities that will help them to develop:

1. An understanding of themselves and ways that service will be part of their lives at Davidson and beyond
2. A variety of living / life skills and the larger societal issues that surround those skills (e.g., teamwork, navigating urban environments)
3. A variety of transferable academic skills including critical thinking problem solving, spoken communication, written communication, interactive readings, and applied ethics
4. An awareness of their responsibilities as citizens in their respective communities
5. An understanding of today’s complex society and issues embedded in that complexity such as race, class, gender, socio-economic status, and inequities
6. Connections between their service experiences and their academic course of study

These general goals guide the development, implementation and assessment efforts of the Community Service Office (CSO). The CSO conducts both formative and summative assessments that help develop our programs, events and resources and describe their effectiveness, respectively. Not only do the office’s qualitative and quantitative assessments measure student learning, but how programs might be improved. This report represents one “slice” of assessment efforts, Student Learning Outcomes, and shares how these outcomes are measured and progress to date.

### **Major Programs**

#### **Bonner Scholars Program**

**Service Placements** - Students complete a service commitment of 280 hours during the school year and 280 hours during the summer. They set goals and complete evaluations while participating in reflection and documenting their time.

Learning Objectives:

1. Examine the social and economic circumstances of people living in various situations and the network of services available to them
2. Articulate the role of non-profits and communities in response to exhibited need
3. Identify how their personal values and experiences are connected to the reasons for which and the ways in which they engage in community service
4. Distinguish between various forms of community service (charity, philanthropy, volunteerism, activism)

5. Examine the economic, social, and political structures which create and perpetuate injustice in various communities
6. Demonstrate the particular skills needed for service in the agencies where they are volunteering
7. Articulate learning upon completion of the experience

**How measured:**

1. **Semi-annual scholar and supervisor evaluations**
2. **One-on-one meetings each semester**
3. **Site evaluations**
4. **Journal reflections**
5. **Small group discussions**

**Progress to date:**

1. **Transition to an online recording of service hours**
2. **Strong relationships between advisors and scholars have been established via individual meetings**
3. **Increased communication with community partners and site supervisors has enhanced scholars' experiences**

**Development Series** - Frequent two hour workshops designed by student interest and program need to facilitate learning, reflection, and evaluation.

**Learning Outcomes:**

1. Discover how their personal values and experiences are connected to the reasons for which and the ways in which they engage in community service
2. Examine the economic, social, and political structures which create and perpetuate injustice in various communities
3. Demonstrate their ability to set goals and carry them out

**How Measured:**

1. **Journal reflections**
2. **Student written evaluations**
3. **Document analysis of respective class curricula**
4. **One-on-one meetings**
5. **Small group discussions**

**Progress to date:**

1. **Increased programmatic focus on the Bonner Common Commitments and student development model to enable students to make more intentional connections between their service and learning**
2. **Increased student involvement in the content, format and organization of sessions**
3. **Scheduled meetings with class advisors and director**
4. **Scheduled curriculum meetings at least once a semester for all class advisors**

**Orientation** - Two-day introduction to the Bonner Scholars Program

**Learning Outcomes:**

1. Describe the basic structure, processes and history of the Bonner Scholars Program
2. Name everyone in their class and some basic information about each person
3. Articulate program and staff philosophy

**How measured:**

1. **Post-orientation written evaluations from students**
2. **Verbal and written communication with parents**

**Progress to date:**

1. **Expanded focus of orientation to include sessions on who the students are and what experiences they have brought with them**
2. **Changed location of retreat closed to central office so that students can orient themselves to the office and so that office staff can be represented at the retreat**

**Retreats** - A semi-annual retreat that allows the group to come together as one and plan for the year while better understanding the year's expectations.

**Learning Outcomes:**

1. Describe the structure, processes and procedures for that intended year of the Bonner Scholars Program
2. Develop relationships with other Bonners
3. Demonstrate the ability to plan together as a team
4. Articulate program and personal goals

**How measured:**

1. **Pre-retreat survey to identify group interests**
2. **Creation of a retreat committee for feedback**
3. **Post-retreat evaluation**
4. **Small group discussions within respective classes**

**Progress to date:**

1. **Revamped programs to include student interest and program foci**
2. **Creation of a leadership group from each class to help facilitate the event**
3. **Moved location to off-campus to allow student a calmer, more reflective environment**

**First Year Service Trip** – The first year service trip is a 5-14 day trip for the first year Bonner Class. (See International, Alternative Break and Service Odyssey Travel in Community Service Program section for further description of service trips).

**Learning Outcomes:**

1. Examine historical, political and social readings both critically and emotionally, hearing various perspectives on the issues

2. Examine the social and economic circumstances of people living in various situations and the network of services available to them
3. Articulate the role of non-profits and communities in response to exhibited need
4. Examine the economic, social, and political structures which create and perpetuate injustice in various communities
5. Demonstrate the particular skills needed for service in the agencies where they are volunteering
6. Show a greater world-view after experiencing the culture of their hosts
7. Articulate learning upon return or completion of the experience

**How measured:**

1. **Observation of student planning of the event**
2. **Evaluation of the educational “pre-trip” component**
3. **Post trip written reflection**

**Progress to date:**

1. **Development of an trip curricula, similar to that of the international trip, that includes content knowledge and skill development around the location of the trip**
2. **Development of a leadership committee to help plan and facilitate the trip**

**Steering Committee/ Community Fund** - Steering Committee allows elected Bonner Scholars to participate in policy decisions affecting the group, and allocate \$4,000 per semester to students with ideas for community service projects.

Learning Outcomes (for Committee):

1. Effectively manage their responsibility of service on an elected committee and representing their peers
2. Integrate a holistic learning experience in the community for selected grant recipients.
3. Demonstrate a basic understanding of the structure, processes and procedures in governing a grant body

**How measured:**

1. **Historically, the assessment for this program has come from an end-of-semester conversation with the leader of the Steering Committee. The leader shares feedback from their leadership of the committee and feedback provided by committee members, which is discussed at an end-of-semester reflective dinner.**

**Progress to date:**

1. **The chair of the steering committee is currently working with staff members in the community service office to expand the role of the steering committee and to develop related learning outcomes and assessments.**

Learning Outcomes (for Grantees):

See Grants, in Community Service Program section

## **Freedom Schools**

**The mission of the Children's Defense Fund Freedom Schools program is to create supportive, nurturing, literature-rich environments that set high expectations for all children, through a focus on literacy, cultural heritage, parental involvement, servant leadership, and social action. Recognizing that children do not come in pieces, the CDF Freedom Schools program connects the complex needs of children and families to the rich resources of the community. The CDF Freedom Schools program empowers children to embrace their responsibility to make a difference in themselves, their family, their community, their country, and their world.**

### **Learning Outcomes for Servant-Leader Interns**

1. Learn and embrace the mission of the Children's Defense Fund
2. Understand, embrace and employ their ability to make a difference in their environments
3. Demonstrate mastery of the CDF Freedom Schools mission and curriculum, including classroom management, lesson plan preparation and team-building skills
4. Garner a greater understanding of history and culture primarily relating to African American heritage; find strategic ways to share this knowledge with scholars
5. Build supportive and encouraging relationships with scholars, their parents and other FS staff
6. Increase sensitivity to and knowledge of injustices and disparities within the greater Lake Norman community
7. Improve leadership skills

### **Learning Outcomes for Scholars**

1. Sustain or improve love for reading
2. Gain a better understanding of self and the world through literacy
3. Learn from experiential learning activities that accompany books
4. Understand, embrace and employ their ability to make a difference in their environments
5. Develop leadership skills
6. Increase knowledge of history and culture primarily related to African American heritage
7. Build caring relationships with servant-leader interns and other FS staff

### **How measured:**

1. **Servant-Leader Intern surveys and quizzes (Summer 2005)**
2. **Scholar Assessment, Motivation to Read (Summer 2005)**
3. **Scholar Progress Report**

### **Progress to date:**

1. **Revised program implementation and Servant-Leader Intern preparation**
2. **Reviewing assessment information from the initial summer (2005, the initial summer, to revise program implementation for upcoming cycle**
3. **Creating assessment for upcoming cycle**

## **Federal Community Service Work Study**

This Federal Community Service Workstudy program involves a group of approximately 20-25 students who do community service to fulfill the work-study component of their financial aid package, and meet monthly to reflect on their experience in the community.

Student workers will develop:

1. The skills necessary to complete their assigned tasks, such as tutoring techniques
2. An understanding of the transferable academic skills including critical thinking problem solving, spoken communication, written communication, and interactive readings
3. An understanding of the broad picture of social needs in society at large and in Davidson, NC
4. An ability to explain the role of non-profits and communities in response to exhibited need
5. A self awareness or vision for how service can fit into their lives beyond Davidson College

**How Measured:**

1. **Mid-year and end of year evaluation forms are completed by participants. These forms include both likert-scale and open-ended, short answer questions**
2. **Monthly reflection activity, such as journal prompts, reflection meetings, and guest speakers**

**Progress to date:**

1. **Mid-year and end of year evaluations have been implemented**
2. **A focus group was conducted in the spring of 2005 to evaluate the effectiveness of the program in the areas of financial aid, job assignment and community service. Based on recommendation from this group, students want the opportunity to reflect in monthly sessions similar to the Bonner Program. These reflection sessions are currently being developed.**

## **International and Alternative Break Travel**

The Summer of Service trip and Alternative Break trip programs use intensive community service to build relationships among participants, increase social awareness, and challenge individuals to work constructively within a group. These programs reflect and enrich Davidson's commitment to develop the spirit of service within each student.

Learning Outcomes for Alternative Break Trip Leaders

1. Facilitate community among a group
2. Design and execute a trip so that the group feels connected, committed and involved
3. Solicit, apply for, and be held accountable for funding
4. Lead reflection and evaluation
5. Effectively solve problems as they arise

**Methods to Measure Outcomes:**

1. **Group meetings of leaders prior to and following trips**

2. **Written evaluations of trip experience**
3. **One- on-one, follow-up conversations with leaders**

**Progress to Date:**

1. **Active participation in reflection dinner following fall break trips**
2. **Leaders volunteering for additional trips**

Learning Outcomes International Trip & Alternative Break participants

1. Examine historical, political, and social readings both critically and emotionally, understanding various perspectives on the issues
2. Articulate the social and economic circumstances of people living in various situations and the network of services available to them
3. Examine the role of non-profits and communities in response to exhibited need
4. Identify the economic, social, and political structures which create and perpetuate injustice in various communities
5. Demonstrate the particular skills needed for service in the agencies where they are volunteering
6. Demonstrate a greater world-view after experiencing the culture of their hosts
7. Articulate learning upon return or completion of the experience

Methods to Measure Outcomes:

1. Scheduled “debriefing” meetings for individual groups following trips
2. Written evaluations of trip experience
3. Encouraged journaling
4. One on one conversations with participants
5. Large group reflection dinner

Progress to date:

1. Participants from 2005 Alternative Break Trip participated in newly-developed reflection dinner
2. International Trip curriculum is being further developed to more intentionally include a focus on societal needs, internationally 3 year rotation of international service trip locations is being developed to promote sustainable partnerships

**Service Learning**

Community Action Research is an important aspect of "service learning." It is a component of the continuum of service, one that involves the students not only in direct service and reflection but also in problem solving, community research, planning, implementation and evaluation. Rather than merely being participants in service activities, students are encouraged to become active creators of service programs.

**Learning Objectives**

1. Examine the social and economic circumstances of people living in various situations and the network of services available to them
2. Articulate the role of non-profits and communities in response to exhibited need
3. Examine the economic, social, and political structures which create and perpetuate injustice in various communities

4. Demonstrate the particular skills needed for service in the agencies where they are volunteering
5. Articulate learning upon return or completion of the experience

**How Measured:**

1. **Instruments are to be developed in the summer 2006 for implementation in 06-07. When faculty use community-based pedagogy in their classes, we provide resources for instrument development, but ultimately, classroom-based assessment is the responsibility of individual faculty.**

**Student Leadership**

**Senior Intern Program** - Through the Senior Service Intern Program, selected students engage in pre-professional training and program development around the theme of service.

**Learning Outcomes**

1. Articulate their learning about higher education administration, non-profit management, and specific job skills upon completion of the experience while demonstrating their creative, communication, time management and problem solving skills
2. Synthesize the structure, processes, and procedures of an office that works with student volunteers and community agencies
3. Apply their understanding of the history of the town and the relationship between Davidson College and the town to their interactions with students and with the community
4. Develop their creativity, communication, time management and problem solving skills

**How measured:**

1. **Self-Assessment Survey is completed at the end of the internship by each intern**
2. **Evaluation is completed at the mid-point and end of the academic year by supervisor and paired with a one-on-one meeting**

**Progress to date:**

1. **Surveys and assessments continue to be administered in conjunction with semi-annual discussions. Intern job responsibilities remain flexible to meet both the needs of the office and the individual learning objectives of the interns**

**United Community Action**

United Community Action (UCA) is dedicated to developing, maintaining, and promoting service at Davidson College and in the community. The organization's mission is to promote awareness of the needs of others, to provide opportunities to address those needs, and to build a community that instills the practice of service as a way of life for all students.

By uniting students, faculty, staff, and community members and by providing resources for campus, as well as local and global service initiatives, UCA endeavors to make service an accessible and essential part of the Davidson College experience.

**Learning Outcomes (for leaders)**

1. Demonstrate effective partnership with a community agency
2. Discover how to plan and lead organizational meetings and events
3. Show effective management an organizational budget
4. Articulate a vision, set goals, and lead reflection
5. Collaborate effectively with other organizations and offices
6. Discover how to effectively coordinate volunteers and handle logistical details

**Learning Outcomes (for leaders and participants)**

1. Discover strategies to address societal problems
2. Effectively solve problems with the greater community in mind
3. Articulate the resources in the greater community
4. Examine the social and economic circumstances of people living in various situations and the network of services available to them
5. Articulate the role of non-profits and communities in response to exhibited need
6. Examine the economic, social, and political structures which create and perpetuate injustice in various communities
7. Demonstrate the particular skills needed for service in the agencies where they are volunteering

**How Measured:**

1. **Mid-year and end-of-year evaluation forms paired with a one-on-one meeting with staff from the community service office**
2. **Written reflections / evaluations of learning**

**Progress / Improvements:**

1. **Development of plan for transition of UCA group leadership**
2. **Encouraged conversations between leaders from different organization with similar service themes**
3. **Advising UCA Executive Board around outreach and publicity of their mission and purpose**

**Patterson Court Council / Service Chairs**

While Patterson Court is advised by the Patterson Court Advisor through the Residence Life Office, the Community Service Office consults with the Service Chair for Patterson Court and the respective fraternities and eating houses.

Learning Outcomes for service chairs (see UCA learning outcomes for leaders)

Learning Outcomes for leaders and participants (see UCA learning outcomes for leaders and participants).

**Methods to measure outcomes:**

1. **Weekly meetings with service chair**
2. **End of semester service reports and evaluations from service chairs**

### **3. Advising and consulting on the development of service projects and event**

#### **Progress to date:**

- 1. Creation of a service calendar**
- 2. Encouraging centralized efforts between fraternities and eating houses**
- 3. Increased communication of fraternity and eating houses leadership and organization**
- 4. Refinement of Patterson Court Service Guide which includes educational and community outreach materials**

### **Events & Resources**

#### **Grants**

The office, offers, twice a year, a grant program that awards over 58,000 dollars to support student authored grant proposals for service initiatives. Students interested in volunteer internships, starting a program, or going on a service related domestic or international trips write proposals to approximately six different service grants.

#### **Learning Outcomes (for Grantees):**

1. Identify a community need and discover a possible solution or aid
2. Design a program and execute it
3. Analyze their success
4. Demonstrate familiarity with the grant writing process
5. Calculate projected expenses, and budget their award through a term of service or project.
6. Comply with guidelines set by donors.
7. Examine possibilities in order to understand the breadth of options with funding
8. Articulate learning upon return or completion of the experience

#### **How measured:**

- 1. Document analysis of grant applications**
- 2. Post-project evaluations**

#### **Progress to date:**

- 1. Post-project evaluations completed for 2005 grant cycle**
- 2. Grant descriptions and guidelines being updated**
- 3. Collecting written reflections on a semester-to semester basis**
- 4. Students reported that they wanted more opportunities to share their reflections. Forums for student reflection post-grant projects are being developed**

#### **First Year Service Experience**

The First Year Service Experience is an introduction to service for Davidson College first year students. Beginning with Orientation Service Day, first year students do direct service as well as education and reflection components in a year long group process that exposes them to the value and challenges of community service.

#### **Learning Outcomes:**

1. Discover that education and reflection add to a service project
2. Associate Davidson College's investment in service with its institutional ideals

3. Develop the ability to diplomatically plan service activities with a set of peers
4. Articulate the cause and effect of relevant social justice issue
5. Examine the social and economic circumstances of people living in various situations and the network of services available to them
6. Articulate the role of non-profits and communities in response to exhibited need
7. Examine the economic, social, and political structures which create and perpetuate injustice in various communities
8. Demonstrate the particular skills needed for service in the agencies where they are volunteering

**How Measured:**

1. **Currently, Orientation Service Day is assessed as part of New Student Orientation Weekend**
2. **Assessment Tools for the First Year Service Experience are to be designed Summer 2006**

**Progress to date:**

1. **While assessment for the First Year Service Experience is to be developed in the Summer 2006, the program's first phase of evaluation began with an assessment of Orientation Service Day. The purpose, goals, learning outcomes, and challenges of this program were assessed resulting in the following program-specific learning outcomes:**
  - a. **Students will develop an awareness of hunger issues / facts**
  - b. **Students will learn about campus resources for service, broadly define**
  - c. **Students will learn about the physical layout of their community, including key community partners for service**
  - d. **Students will learn Davidson College's value for "assist(ing) students in developing human instincts and disciplined and creative minds for lives of leadership and service"**
2. **Updates have also been made to the resource materials and training directed towards Hall Counselors to explain the goals of the First Year Service Experience and the service opportunities available to first year students.**

**Collaborative Programs**

**CARE Workers**

In partnership with the Lilly Program, the Community Service Program facilitates local summer internships that provide a full-time work experience in a non-profit along with pre-reflection, reflection, and evaluation. Participants engage in a unique, extended experience that yields personal transformation and community improvements.

**Learning Outcomes**

1. Foster an awareness of the social and economic circumstances of people living in various situations and the network of services available to them
2. Articulate the role of non-profits and communities in response to exhibited need
3. Examine the economic, social, and political structures which create and perpetuate injustice in various communities
4. Demonstrate the particular skills needed for service in the agencies where they are volunteering

5. Articulate learning upon return or completion of the experience

**How Measured:**

1. **Assessment for this program is conducted by the Lilly Program for the Theological Exploration of Vocation**

**Progress to date:**

1. **The Community Service Office staff takes part in the orientation and reflection sessions with CARE workers.**
2. **Information from assessment is used to further develop feasible service sites.**

**Summer Service Odyssey**

The Odyssey is an eight-day outdoor program designed to provide first-year students with a unique, challenging, and fun transition to life at Davidson. The Service Odyssey uses intensive community service to:

1. Build relationships among participants
2. Increase social awareness
3. Challenge individuals to work constructively within a group
4. Introduce first year students to Davidson's commitment to service

**How Measured:**

1. **Assessment for this program is conducted by Davidson Outdoors as part of their Odyssey program assessment. Assessment includes a debrief session upon return to campus following the 8 day program.**

**Progress to date:**

**Data collected is used to inform future trip sites to simultaneously meet a community need and provide a quality learning and transition experience for incoming first year students.**

# **DEAN OF STUDENTS**

## Department: Dean of Students

### **Mission Statement**

**To promote Davidson College's commitment to educate students in ways that are mentally, spiritually, and physically liberating. We seek to provide an environment that fosters students' self-understanding through personal and intellectual development in a diverse and caring community. In challenging and supporting students, we provide resources and opportunities for leadership, service, recreation, and reflection while encouraging a life-long commitment to learning, integrity, and mutual respect.**

### **Program Goals:**

**Orientation introduces new students to the people who are instrumental during the new students' first year (academic advisor, hall counselors, etc.), teach students about the relevant resources on campus (Public Safety, Chaplain's Office, academic resources, Student Health Center, etc.), and to create an opportunity for new students to meet each other.**

To provide a comprehensive orientation for new students.

### **Learning Outcomes:**

1. Students will be familiar with resources available on campus.
2. Students meet and connect with the people that will be most crucial to them during their first year.
3. Students will commit to abiding by the honor code and will participate in a service project.
4. Students will familiarize themselves with the physical layout of the campus.
5. Students form relationships with people on their hall and other classmates.

### **Assessment Plan**

1. Evaluate the relevance and quality of each of the programs offered during New Student Orientation based on responses from surveys.
2. Ascertain if feedback from offices and departments that provide services to or have interactions with new students during Orientation supports that learning outcomes are achieved.

### **Progress to Date**

1. Feedback from on-line student survey has been incorporated into the New Student Orientation schedule, e.g. the schedule of events on Thursday afternoon has been adjusted to make better use of that time.
2. New evaluation tool has been developed to better measure learning outcomes from Orientation.
3. Two sessions have been added to the Orientation schedule to further learning outcome goals, e.g. a session on Academic Life and a session which focuses on issues related to respect for oneself and others.
4. Organized focus group of first-year and upper-class students to review strengths and weaknesses of Orientation.

5. Departments and offices participating in New Student Orientation were asked to identify learning outcomes for their components of Orientation and if the outcomes were met.

**Program Goals:**

**Davidson College is accessible to and welcoming of students with disabilities. The college is committed to providing equal access to the Davidson College experience for all students.**

To provide counseling and support for students with special needs.

**Learning Outcomes**

1. Students will access available services.
2. Students will use college procedures for accessing accommodations and services.
3. Students will work with Nance Longworth and other learning specialists to develop compensatory strategies.

**Assessment Plan**

1. In fall of 2006, students with disabilities will complete an on-line survey measuring their understanding of resources on campus.
2. An updated informational brochure will be developed in spring 2005 for students with disabilities.
3. Students for New Learning will continue working with new students with disabilities.

**Progress to Date**

1. Students for New Learning expanded its peer mentor program.
2. Dr. Kathleen Nadeau, an internationally recognized expert on learning disabilities, came to campus to speak to students, professors, and the public.
3. An informational letter was mailed to all students who self-disclosed as disabled at the start of fall of 2005.
4. A part-time counselor is now working nearly exclusively with students with disabilities to support them and to help them develop compensatory strategies.

**Assessment Plan**

1. Students and advisers will complete a survey at the conclusion of their sophomore year. The survey will be learning outcomes based and will measure effectiveness, self-responsibility and the fulfillment of the Comprehensive Academic Plan.
2. Include a question about academic advising on the senior survey.

**Progress to date**

1. Organized and attended a weekend institute on Academic Advising Evaluation and Assessment. This was a five college summit that involved a team of the administrative head of advising with a member of the faculty.
2. An Advising Matrix Survey instrument for students and advisors has been developed and is awaiting faculty approval.

3. A question concerning student perceptions of adviser effectiveness has been included on the Senior Survey for the past five years.

#### **Assessment Plan**

1. The focus on the Honor Code/Code of Responsibility will be included in the evaluation for the New Student Orientation Program.
2. A survey of student's reactions to their understanding of and adherence to each Code will be developed and administered. (Fall, 2006)
3. Honor Council will conduct focus groups with first year students after orientation to discern understanding of the code.

#### **Progress to date**

1. Responses to evaluations from orientation resulted in a revision of the educational program for first year students. The discussion about the Code of Responsibility including a more interactive, theatre presentation to strengthen educational outreach.

### **Leadership Development**

#### **Assessment Plan**

1. Students will identify learning outcomes for their leadership experience at the annual retreat as well as self and group expectations.
2. A written evaluation of the program will be administered at the conclusion of each semester.
3. Mentors will evaluate their involvement with their student and their orientation to the program.
4. At the conclusion of the program students will discuss with the co-leaders their experience with the program.

#### **Progress to date**

1. Participants in the program were administered evaluations for the past four years.

**Feedback from evaluations provided by students and mentors, has led to improvements in the orientation for mentors and seminars for the students.**

#### **Program Goals:**

**The Dean of Students Office provides services to students of color to support and stimulate them academically, socially, and culturally. A comprehensive bridge program is provided for first year students to aid in their adjustment at Davidson College.**

To offer support services such as peer mentoring, academic and personal counseling and tutoring to students of color to enhance their college experience.

#### **Learning Outcomes:**

2. Students will utilize the resources available both academically and socially
3. Students will be able to identify their own cultural identity

4. Students will take responsibility for their own academic and personal development
5. Students will establish relationships that will be beneficial to their college experience
6. Students will graduate at rates equal to or better than all students.

#### **Assessment Plan**

1. Evaluate the effectiveness and quality of each program component through participant evaluations and make changes according to the feedback received.
2. Monitor first year retention rates for students of color.
3. Monitor graduation rates for students of color.
4. Create a student survey based on the stated learning outcomes.

#### **Progress to Date**

1. Changes to the S.T.R.I.D.E. program were incorporated as a result of the feedback received in evaluations, e.g. a session entitled “Making the Most Out of Your Davidson Experience,” conducted by two Davidson Alums was added to give students the opportunity to dialogue with people that have experienced Davidson and accomplish some very extraordinary things because of that experience.
2. A new student survey has been developed to measure stated learning outcomes.
3. A Minority Outreach Counselor has been added to the staff to assist in facilitating the needs of students of color.
4. Focus groups were conducted though out the year to give students an opportunity to help shape their Davidson experience.

#### **Program Goals:**

**The Dean of Students Office is responsible for administering a tutorial program as well as academic counseling for student having academic difficulty.**

To offer academic support services for students.

#### **Learning Outcomes:**

1. Students will gain a self-awareness related to their academic strengths and weaknesses
2. Students will develop personal skills; i.e. time-management, self-discipline, organizational and study skills
3. Students will be educated concerning available resources and learn to utilize them
4. Students will gain skills that will enhance their academic performance

#### **Assessment Plan**

1. Evaluate the quality of tutoring received and its effectiveness by surveying the students that have utilized the service.
2. Monitor the academic progress of the students that utilize the service by monitoring their grades in the specific classes in which tutoring was received.
3. Monitor the academic progress of those students that are counseled through the Dean of Students Office.

**Progress to Date**

1. There is a consistent line of communication that has been established between the Academic Advisor, the Professor and the Dean of Students Office via the early warning program.
2. An evaluation instrument has been developed to be distributed in the spring semester of 2006 that will through participant response measure the effectiveness of the program according to the stated learning outcomes.
3. A training session for tutors was held during the Fall semester.

**Program Goals:**

**To better assist students having academic difficulty, the Dean of Students Office coordinates an early warning system to gather feedback from faculty members with regards to student progress in their courses.**

To provide early warning system to students experiencing early academic difficulties.

**Learning Outcomes:**

1. Students will seek assistance early if experiencing academic difficulty
2. Students will utilize academic resources i.e. professors, tutoring, math center, etc.
3. Students will explore different methods of learning

**Assessment Plan**

1. Measure student success rates
2. Document student performance

**Progress to Date**

1. The academic performance of the students reported to the Dean of students Office is tracked through out the remainder of the semester.
2. Students are required to meet with a Dean and their Academic Advisor to develop strategies for success.

**Program Goals:**

**The Dean of students Office is responsible for the administration of the judicial program, which includes scheduling and conducting hearings, educating students and faculty that serve on the judicial committee, and administering sanctions.**

To administer an educational and effective student judicial program.

**Learning Outcomes:**

1. Students will learn that there are consequences for unacceptable behavior
2. Students will learn to accept responsibility for their actions
3. Students will learn acceptable community behavior
4. Students involved as judicial officers will learn the complexities and difficulties of passing judgment in a fair and responsible manner.

**Assessment Plan**

1. Increase “hits” to the student handbook web site.
2. Education through publications, advertising and web communication.
3. Survey students faculty and staff as to their knowledge of the judicial system.

**Progress to Date**

1. Conducted a training session for new Honor Council members that focused on the differences between an Honor Code Hearing and a Code of Responsibility Hearing.
2. This year’s discussion about the Code of Responsibility during New Student Orientation included an interactive, theatre presentation to foster better understanding of the community’s expectations concerning behavior.
3. Individual copies of the Code of Responsibility and the Honor Code are distributed to first year students during Orientation

**LILLY THEOLOGICAL  
EXPLORATION OF  
VOCATION**

## **Department: Lilly Programs for the Theological Exploration of Vocation**

### **Mission Statement**

As an expression of Davidson College's Reformed Christian heritage, the Lilly Programs create opportunities for the college community to reflect on issues of vocation and identity that include those considering leadership roles in religious communities and those reflecting upon life's work and meaning in the light of faith and values.

### **Program Learning Goals**

- 1. To help members of the college community to better understand their own particularities, both religious and otherwise, and how they shape their lives, worldviews, and decisions.**
- 2. To help members of the college community to better understand the particularities of others, both religious and otherwise, and how they shape their lives, worldviews, and decisions.**
- 3. To help members of the college community explore their role and work in interdependent communities both currently and in the future.**
- 4. To help members of the college community to better understand the Reformed Christian tradition and the way it shapes the culture of Davidson College and holds together particularity and openness.**
- 5. To help students explore religious leadership as a vocation.**
- 6. To help members of the college community relate to one another on a deeper lever and across the boundaries of difference that often impede dialogue and community.**

### **Program Assessment Schedule**

- **Summer 2004**
  - **Care Internships**
- **2004-2005**
  - **Ministry Fellows**
  - **Vocational Vertigo—Retreat**
- **2005-2006**
  - **Profs on God**
  - **Vocational Vertigo—Mutual Mentoring Program**
- **2006-2007**
  - **Lilly Distinguished Visiting Professor**
  - **Vocational Vertigo—Sophomore Dinners**

### **Care Summer Internships**

#### **Program Description**

The Care Summer internships provide an eight-week summer internship for six students in local service agencies. In addition to their work in the community, these interns live together in the senior apartments and meet weekly to explore the topics of vocation and Sabbath.

#### **Learning Goals**

1. Students will deepen their understanding of the nature of community and their place in it;

2. Students will deepen their own sense of call and the direction it may take;
3. Students will deepen their understanding of Sabbath and its relationship to faith, life, and vocation.

### **Assessment Plan**

The following tools have been used to assess the learning outcomes of the Care Internship:

1. a review of the weekly meeting syllabus and notebook to examine whether all the goals are included in readings, reflection questions, and discussion outlines;
2. an examination of the learning goals worksheet completed at the opening and closing retreats for change in students' understanding of each of the goals;
3. a study of weekly journal entries for growing understanding of the themes of community, vocation, and Sabbath; and
4. a review of evaluation essays written at the conclusion of the summer internship experience.

### **Assessment and Program Changes**

Through the assessment tools, we discovered that the program is working well, deepening students' understanding of community, vocation, and Sabbath. As one student said, "it is a much different experience than I could ever have in a class room." It provided students with opportunities to use their gifts to serve a community as well as opportunities to reflect on their experiences through the lenses of community, vocation, and Sabbath. Students experienced community both in their internship settings and through the community of discourse they created with one another. Their understanding of community deepened in various ways, from reflection on creating more inclusive communities to the necessary role the virtues of both assertiveness and self-restraint play in building community. Their evolving sense of vocation seemed to develop through concentrating on three different efforts: 1) an evaluation of their own particular gifts and passions; 2) discerning the opportunities open to them; and 3) developing a deeper relationship with God through prayer and meditation. Finally, students' understanding of Sabbath changed through a deepening awareness of the importance of rest for the sake of renewal, reflection, and recommitment. Several mentioned that they had possessed a rather narrow and shallow understanding of the meaning of Sabbath which was expanded and deepened through this experience.

1. In the light of the assessment it is clear that, on the whole, the program seems to be working well.
2. We intend, however, to put more effort into integrating the three goals, helping students better understand the interconnection of community, vocation, and Sabbath.

## **Vocational Vertigo: Retreat**

### **Program Description**

The Sophomore Retreat, entitled "Embracing the Questions," is part of *Vocational Vertigo Program* for Sophomores. Identifying the Sophomore year as a time of profound questioning for many students, this program exists to help them explore their faith, identity, worldview and the way these shape the important decisions

they will make in life. The four-day, three-night Sophomore Retreat, in Black Mountain, NC is the centerpiece of the Vocational Vertigo Program. The publicized goals of the retreat are as follows: 1) to explore their identity and the worldviews that orient their lives; 2) to examine how these affect their personal sense of calling, their relationships with other, and the big and small decisions they make about their life. The retreat involved small group discussions, workshops, personal reflection, recreation, and opportunities for worship and meditation. The workshops varied from designing a personal mission statement to exploring the vocation through various religious lenses, including the Reformed tradition of Christianity, Hinduism, and Judaism.

### **Learning Goals:**

1. Get to know and respect people with whom they might not otherwise interact.
2. Become aware of and learn to respect diversity at Davidson College and in the world.
3. Come to a better understanding of the particularities that make them who they are and the significance that has for their lives.
4. Come to a deeper understanding of their own identity that will help them make important decisions about the future direction their life will take.
5. Become aware of the Reformed Christian tradition and its understanding of vocation.
6. To become aware of other lenses, religious and otherwise, that might help them understand themselves and their own lives better.
7. To come to a better understanding of the nature of community and their place in the communities of which they are a part.

### **Assessment Plan**

The Sophomore Retreat was assessed using the following tools:

- 1) a review of the retreat agenda, including workshops and other activities, to determine whether the learning goals are appropriately emphasized in the program;
- 2) an examination of evaluations to determine broadly what participants have learned;
- 3) focus groups that delve more deeply into the learning outcomes with a group of students and a group of leaders;
- 4) through a report presented by select leaders and students regarding the retreat to the Lilly Programs Advisory Board.

### **Assessment and Program Changes**

Through the assessment tools, it became clear that the retreat has largely achieved the goals for which it was designed. Students clearly had a sense of interacting with a diverse set of students, faculty, and staff on the retreat, providing the opportunity to, as one student put it, “explore deeper parts of themselves and others.” They also enjoyed and benefited from exposure to a variety of religious lenses that helped them deepen and expand their vision of the world and their sense of self. As one staff person remarked, “the retreat helped students find themselves...their motives and guiding principles through the theology of various religious traditions in group settings of diverse others. Through this lens, one sees

oneself and one's joy in life...thus one's vocation...more clearly. One faculty member commented that much of the retreat's success is do to the way it presses students to "experience both the familiar and unfamiliar with others. It motivated students to ask further question even of their own identity and assumptions in life.

1. It is clear that in large part the goals of the program have been accomplished.
2. In the light of the assessments, a few changes will also be made to the program.
  - First, we will work to clarify and consolidate the goals of the program (which are currently diverse and numerous) to better integrate and focus the goals. The feedback we have received from participants will help us to better articulate the aims of the retreat.
  - Second, though there are encounters among people who might not otherwise engage with one another, we did notice that few minority students participated. In the future years we intent to work to broaden participation to include a more diverse cross-section of the student body.

## **Ministry Fellows Program**

### **Program Description**

The Lilly Programs provide 10 Ministry Fellowships to Davidson College juniors who are identified as having gifts for ministry in order to encourage them to discern whether God might be calling them to congregational ministry. These ten students are selected through a nomination and application process designed to draw in students who otherwise might not be considering ministry. The Ministry Fellowship then provides each Fellow with an eight-week summer internships in a congregational settings, designed to expose them to ministry and the life of the church. Finally, Ministry Fellows participate in a discernment process exploring the topics of God, self, church, and ministry throughout their senior year that includes regular meetings and reflection.

### **Learning Goals**

1. Ministry Fellows will consider ministry and clarify whether they may be called to congregational ministry;
2. they will come to a better understanding of their own faith and how it shapes their lives;
3. they will learn more about theological education and the options and opportunities open to them;
4. they will learn more about the life and work of ministers in congregational settings.

### **Assessment Plan**

The Ministry Fellows Program is assessed using the following tools:

1. a reflection essay concerning the summer internship and what they learned about themselves, ministry, and the church completed at the end of the summer internship;

2. an evaluation by the internship supervisor concerning what the student learned about ministry, the church, and themselves, as well as evaluating their suitability for congregational ministry;

### **Assessment and Program Changes**

Through the assessment tools it is clear that the program is meeting its goals. These students, who might otherwise never consider ministry, are exploring the possibility of congregational ministry as a vocation, learning more about what the life of a minister is like, and deepening their understanding of and commitment to their own faith.

Through the assessment process, we have realized a couple changes that can be made to strengthen the program and our assessment of it:

1. While we have good evaluation tools for the summer internship aspect of the program, we have little information about the effectiveness of the discernment process that takes place throughout the participants' senior year. Therefore, we will implement an series of assessment tools to be completed at the end of the year, including a final reflection essay concerning what the participants have learned, as well as a final retreat that will include opportunities for participants to offer suggestions concerning the program as a whole.
2. Though the congregational internship is effective, the quality of the internship setting has been somewhat mixed, leading to a different quality of experience for different Ministry Fellows. We aim to develop a core group of congregations that will be trained to assure a high quality internship experience for all Ministry Fellows.

## **Profs on God**

### **Program Description**

The Lilly Programs sponsor a monthly discussion group that invites a campus figure (either faculty or staff) to share some aspect of their faith and how it impacts their life with a group of students.

### **Learning Goals**

1. Students will engage in discussions of faith and vocation with faculty and staff;
2. Students will deepen their capacity to articulate and understand themselves, their faith, and its impact on their lives;
3. Students will hear from diverse people about the different ways in which their faith impacts their life;
4. Students will learn to engage in deep and meaningful dialogue about matters of faith with people who have very different viewpoints.

### **Assessment Plan**

The assessment of the Profs on God Program is scheduled to take place at the end of the spring semester in 2006. It will include the following tools:

1. An evaluation that measures what participants learned, as well as when and why they attended and which speakers they most enjoyed;
2. A focus group that draws together the most active participants to explore the value of the program, why they attend so regularly, and what they have learned through it.

## **Vocational Vertigo—Mutual Mentoring Program**

### **Program Description**

The Vocational Vertigo Sophomore Year Program includes a mentoring component that pairs Sophomores with a local adult (usually a faculty, staff, or alumni of the college). These mutual mentoring pairs meet on a regular basis to explore the topic of vocation and how it applies to their lives and the various decisions, large and small, that they are making.

### **Learning Outcomes**

1. Students will come to a deeper understanding of identity and vocation and how these apply to their own lives;
2. Students will build come to know an adult figure who will share his or her understanding of identity and vocation and how it shapes his or her life;
3. Students will reflect on the large and small decisions they make in life and how these are shaped by and shape their sense of purpose, meaning, and identity.

### **Assessment Plan**

The assessment of the Mutual Mentoring Program will take place at the end of the spring semester, 2006. It will use the following tools:

1. An evaluation filled out by both students and adult mentors concerning what they learned through the program and what can be done to improve the program;
2. A focus group of students and a focus group of mentors that will explore these same issues in more depth.

## **Lilly Distinguished Visiting Professor**

### **Program Description**

Every other year, the Lilly Programs brings a Distinguished Visiting Professor to campus for a semester, who can help students (as well as faculty and staff) come to a deeper awareness and understanding of the Reformed Tradition, which is the heritage of Davidson College, and vocation, which relates faith (broadly understood) and daily life. The visiting professor teaches two course, offers two public lectures, and is involved in the life of campus.

### **Learning Goals**

1. Students will come to a better understanding the Reformed tradition, which is the heritage of Davidson College;
2. Students will come to a better understanding of the idea of vocation through the exploration of religious and ethical themes related to daily living in all its facets.
3. Students will come to a better understanding of their own religious faith and their place in a larger world.

### **Assessment Plan**

The next Distinguished Visiting Professor is schedule to come in the spring of 2007. At the end of the spring semester, 2007, the Lilly Programs will assess this program in the following manner:

1. A survey of students enrolled in the visiting professors classes, measuring the success of the learning goals;
2. A focus group including those who interacted with the visiting professor in extra-curricular settings (members of groups who invited the visiting professor to speak and so forth);
3. a discussion with members of the Religion Department and the Dean of the Faculty to assess their satisfaction concerning the realization of the learning goals.

### **Vocational Vertigo—Sophomore Dinners**

#### **Program Description**

As part of the Sophomore Vocational Vertigo Program, all Sophomores are invited to a dinner during the year. This program is designed to reach a broader cross-section of the Sophomore class than come to the Sophomore Retreat or participate in the Mutual Mentoring Program. It is intended to introduce a wide cross section of the class to reflection on faith, vocation, and daily living and attends to questions of identity, meaning, and purpose.

#### **Learning Goals**

1. Students will meet and engage with people with whom they might not otherwise interact thereby learning to respect and engage with a diverse group of people at Davidson;
2. Students will come to a deeper understanding of themselves, their identity, and their sense of meaning and purpose through the concepts of vocation;
3. Students will become more aware of the meaning of community and how their particular gifts and passions can contribute to the communities of which they are a part.

#### **Assessment Plan**

This program will be assessed throughout the 2006-2007 school year. The following tools will be used in our evaluation:

1. Following each Sophomore Dinner, participants will fill out an evaluation that asks them to communicate what they have learned and its value to them;
2. At the end of the year, a focus group of sophomores (including both students who participated and those that did not) will evaluate the worth of the program and possible changes that might be made to reach a wider cross-section of the sophomore class as well as to improve the learning outcomes for students.

# **RESIDENCE LIFE**

## **Department: Residence Life Office**

### **Mission Statement**

**We are dedicated to providing safe, secure and comfortable residential communities that support and enhance student academic performance and social development. We promote respect and responsibility among individuals and encourage students to learn from one another to become model citizens.**

**Residential Program Goals: Davidson College has a four-year residential requirement whereby all first-year students live with roommates in campus housing and upperclass students live in campus housing unless given permission to live off campus. Goals for this residential program include:**

**Residential Program Goal 1: Students will develop self-help and life skills.**

**Learning Outcomes:**

- 1. Students will demonstrate facilities management skills by identifying, reporting and seeking repair of minor facilities problems including pest control, climate control, electrical problems, plumbing problems, etc. in a timely manner.**
- 2. Students will demonstrate negotiation, compromise and conflict management skills in their roommate and neighbor relationships.**
- 3. Students demonstrate self-advocacy skills.**

**These goals and learning outcomes are not easily assessed via survey methods because there is no available control group for comparison. All Davidson students are required to live in campus housing. Staff members responsible for these goals have attended assessment workshops and researched alternate assessment methods in preparation for planning and implementing assessment on these goals in the academic year 2006-07.**

**Residential Program Goal 2: Students are exposed to people different from themselves in the residential setting in order to promote tolerance and an appreciation of diversity.**

**Learning Outcomes:**

- 1. Students can live cooperatively with people different from themselves.**
- 2. Students demonstrate a tolerance for differences among people.**
- 3. Students demonstrate an appreciation for different cultures, ethnic groups, religions, and personal styles.**

**These goals and learning outcomes are not easily assessed via survey methods because there is no available control group for comparison. All Davidson students are required to live in campus housing. Staff members responsible for these goals have attended assessment workshops and researched alternate assessment methods in preparation for planning and implementing assessment on these goals in the academic year 2007-08.**

**RLO Student Staff:** The Residence Life Office student staff are employees of the department and their training and performance are paramount to RLO's effectiveness in providing students safe, secure and comfortable living communities and in providing student co-curricular learning opportunities. The staff are front-line resources to RLO in assessing and responding to student needs. The Student Learning Outcomes listed below relate specifically to the staff's outreach to the greater student population.

Student Staff Program Goal 1: Provide Student staff with knowledge & resources to assist students in need.

**Learning Outcomes:**

1. Staff can employ campus policies & procedures; emergency procedures; campus resources for residents; and are able to assist or refer residents for counseling & health issues, helping skills and crisis intervention
2. Staff assist residents in participating in campus activities
3. Staff use the RLO Training Manual as a resource for all information covered in training when questions arise.

Student staff members take a multiple choice test in August after their week of training and in January to assess their knowledge of policy and procedures. In the academic year 2004-05, the staff had an average grade of 89% on the August test. However, on 4 questions, less than 50% of the staff gave correct answers. In January, the average grade was 87% and most students missed the same questions – questions that referred to less frequently used policies and procedures (e.g. procedures for responding to suicidal gestures or talk.) In response, we lengthened the August training period by one day and instituted a refresher workshop in January to review less frequently used policies. The August 2005 test had the same average grade 89%, However, only on one incorrectly worded question (for which there was no correct answer) did fewer than 50% of the students get the right answer. We will test again following the refresher workshop in January.

Student Staff Program Goal 2: Provide life-learning initiatives in residential communities.

**Learning Outcomes:**

1. Staff assess, plan, publicize, implement and evaluate programs.
2. Staff inform residents of community expectations and facilitate prosperous communities on their halls.
3. Staff provide advisory assistance to students in areas of interpersonal relationships; homesickness; stress; balancing academics, extracurricular and social obligations; and the Davidson experience

The first round of program evaluations by students was collected during the fall 2005 semester. Data will be analyzed in January 2006.

Student Staff Program Goal 3: Provide safe, secure & comfortable living environments for students.

1. **Staff complete work orders and report facility problems to RLO in a timely manner .**
2. **Staff address disciplinary issues affecting individual communities**

- 3. Staff use Incident Reports to document and communicate student physical problems, and other student concerns.**
- 4. Staff educate residents about living with a roommate, can identify roommate conflicts and assist students in working out differences.**
- 5. Staff know what to look for on duty rounds and contact Emergency Maintenance and Building Services for after hours facility emergencies appropriately.**

**Staff members responsible for these goals have attended assessment workshops and researched assessment methods in preparation for planning and implementing assessment on these goals in the academic year 2007-08.**

**RLO Programming: The Residence Life Office bases its philosophy of programming on the assumption that social and personal development is an integral part of the college experience. Programs provide many benefits to the residence halls including encourage individual development, promote community, and encourage interaction amongst the residents, faculty, and staff outside the classroom. The goals of sponsoring programs in the residence halls are for the students to learn basic life skills; to be exposed and learn about different cultural and religious traditions, and gender issues; to provide opportunities for residents to socialize; to promote emotional development; and to work together to help someone else through community service.**

**RLO Programming Goal 1: Train student staff effectively to assess, plan, implement, and evaluate programs based on students' needs and interests.**

**Learning Outcomes:**

- 1. Student staff will survey their residents for program interests.**
- 2. Student staff will cooperate with other offices or use opportunities already sponsored by other offices as programs for residents.**
- 3. Student staff will demonstrate understanding of the steps for planning and implementing programs for their residents by presenting effective programs.**

The first round of program evaluations by students was collected during the fall 2005 semester. Data will be analyzed in January 2006.

**RLO Programming Goal 2: Provide residentially based programs that encourage individual development.**

**Learning Outcomes:**

- 1. Students will learn about physical and mental health (e.g. sexual etiquette, eating disorders, relationships, stress management)**
- 2. Students will learn basic life skills (e.g. resume writing, interviewing, household cleaning).**

The first round of program evaluations by students was collected during the fall 2005 semester. Data will be analyzed in January 2006.

RLO Programming Goal 3: **Provide residentially based programs that encourage community development.**

**Learning Outcomes:**

1. **Students will get to know their neighbors in an informal social setting.**
2. **Students will learn about different cultural or religious traditions (e.g. cultural dinners)**
3. **Students will learn about helping less fortunate people to better the larger community.**

The first round of program evaluations by students was collected during the fall 2005 semester. Data will be analyzed in January 2006.

**Department: Patterson Court**

**Mission Statement:** Patterson Court aims to provide a social and educational outlet for students at Davidson College. We provide a safe environment for social interaction and enjoyable dining opportunities. We strive to be a responsible community, fostering scholarship, service, leadership and life-long friendship. Recognizing these common beliefs among our organizations, the Patterson Court Council is established to facilitate and coordinate our efforts.

**Program Goal 1:** Students will develop leadership skills.

**Learning outcomes:**

1. Students will manage organization budgets.
2. Students will manage organization business through a committee structure.
3. Students will manage employees (cooks, dishwashers, etc.)

During the 2003-2004 academic year, over half of the Patterson Court organizations were in debt to the college and other creditors as the result of poor financial management. During the 2004-05 academic year, additional financial controls and treasurer training were instituted as part of the Patterson Court Standards program. At the end of the 2004-05 ac Currently, only two organizations owed money to the college, one a continuing debt of more than 5 years longevity. Both organizations established payment plans with the College and are meeting these requirements.

**Program Goal 2:** Students will manage facilities effectively.

**Learning outcome:**

Students will share responsibility for organization facilities through participation in regular cleaning and upkeep rotations and shared financial obligations for damages and upkeep.

A change in the Standards from a punishment –based program to an incentive-based program brought a sharp increase in the number of groups passing the facilities maintenance requirement. In 2004-05, out of the 11 Patterson Court groups renting

houses, 3 received 100 of 100 possible points and 7 groups received 90 out of 100 possible points.

**Program Goal 3:** Students will participate in service to the community beyond Davidson College.

**Learning Outcomes:**

1. Students will demonstrate an understanding of needs in the community beyond Davidson College.
2. Students will demonstrate that they can effect change and meet needs in the community through community service.
3. Students will learn that service to others is fulfilling for the individuals providing the service as well as beneficial to those served.

**Staff members responsible for these goals have attended assessment workshops and researched assessment methods in preparation for planning and implementing assessment on these goals in the academic year 2006-07.**

**STUDENT HEALTH  
And  
STUDENT COUNSELING**

## **Department: Student Health / Student Counseling**

### **Student Health Mission Statement**

As a component of Davidson College, the Student Health Facility (SHF) exists primarily to address health needs of students within a college community. We recognize the central college mission of education, and we believe it is enhanced when the student is as healthy as possible and knowledgeable about personal health issues.

Within this context, the SHF's Mission is to provide a high quality professional staff in an attractive and well-equipped setting, offering students: (a) emergency evaluation and treatment (or appropriate referral) for students with physical injuries or acute illness; (b) physical exams and routine health care; (c) services related to student inoculations and medication needs; (d) liaison services for students needing health care outside the College; and (e) education/prevention/outreach programming on relevant health topics, including fitness and nutrition, sexuality, disease control, and the services offered by the SHF.

### **Student Counseling Mission Statement**

The mission of the Student Counseling Center (SCC) is to address the psychological needs of students within the college community. We assess and treat students' emotional disorders, and we provide support both for personal growth through their developmental tasks and for the expansion of their life and study skills. We recognize the central college mission of education, and we believe education is enhanced when students are as emotionally healthy as possible.

### **There are four Programs at our Student Counseling Center / Student Health Facility:**

- Clinical Services--Counseling/Emergency Services
- Consultation
- Outreach
- Health Education (including Mental Health, Physical Health, Sexuality, Alcohol/Other Drugs)

These four Programs are not all equally engaged in activities oriented toward formal learning outcomes. Health Education and Outreach are most directly involved with achieving learning outcomes. Consultation and Clinical Services both have learning outcomes components, but to a relatively smaller degree and in forms more difficult to assess. Given the limitations in the resources of staff time, it is prudent to focus on Health Education and Outreach Programs for Learning Outcomes Assessment for the foreseeable future.

### **Department Program: Student Counseling Center Outreach Services**

This program comprises all efforts made to inform faculty, staff, parents, and students about campus mental health issues and resources, particularly the Student Counseling Center.

**Program Goals:**

1. Provide information / education on mental health issues to faculty, staff, and students periodically during the year.
2. Provide the students with an overview of the Student Counseling Center services and staff.
3. Educate parents of students about the Student Counseling Center. Issues such as accessing services and common psychological problems college students may experience will be addressed.

**1. Program Goal: Provide information / education on mental health issues to faculty, staff and students throughout the year.****Learning Outcomes:**

1. Students, faculty and staff will be better able to define, recognize and refer students with mental health problems such as depression, anxiety, and learning disabilities in self and in others. (Learning Outcome Reference #1)

**2. Program Goal: Provide students with an overview of the Student Counseling Center services and staff.****Learning Outcomes:**

1. Students will be able to demonstrate an awareness of what kinds of services the Student Counseling Center does and does not provide, costs, usage rates, confidentiality policies, and how to access the services. (LO Reference # 2)

**3. Program Goal: Educate parents of students about the Student Counseling Center services. Issues such as accessing services, and common psychological problems college students experience will be addressed.****Learning Outcomes:**

1. Parents will know how to describe Student Counseling Center services and how to appropriately access those services. (LO Reference #3)
  2. Parents will know how to describe students' right to confidentiality. (LO Reference #4)
- Department Program: Alcohol / Substance Abuse Education

**This program comprises all efforts to educate Davidson College students about alcohol / substance use and abuse, their prevalence, and their dangers.****Program Goals:**

1. To educate all first year students about alcohol / substance use and abuse.
2. To reduce abusive alcohol / substance use in the Davidson College population.
3. To educate and counsel students who have violated the Davidson College policies and have been referred to the Health Educator.
4. To create awareness on campus of the Davidson College student drinking patterns as reflected in the CORE data and in the AlcoholEdu data.

**1. Program Goal: To educate all first-year students about alcohol / substance use and abuse.**

**Learning Outcomes:**

1. Students will complete the online AlcoholEdu course and demonstrate competence in the course content at a passing grade of 70%. (LO Reference #5)
2. Students will identify the important resources on campus and in the community that are concerned with alcohol / substance use. (LO Reference #6)
3. Students will identify the roles of the Health Educator and the Counseling Center and their role in assisting with issues of alcohol / substance use and abuse. (LO Reference #7)

**2. Program Goal: To reduce abusive alcohol / substance use in the Davidson College population.**

**Learning Outcomes:**

1. Students will describe the effects of alcohol. Examples include what a Blood Alcohol Concentration is and other physical/ mental effects. (LO Reference #8)
2. Through our training, Residence Life Student Staff will discover when and how to refer students with alcohol / substance abuse problems. (LO Reference #9)

**3. Program Goal: To create awareness on campus of Davidson College student alcohol and substance use as reflected in the CORE data and in the AlcoholEdu data.**

**Learning Outcomes:**

1. Students will discuss and question the CORE data and become engaged in the topic of alcohol / substance use on campus. (LO Reference #10)
2. Students will engage in less binge drinking and drug use, as reflected in the CORE Survey in a four year period. (LO Reference #11)

Department Program: Sexuality Education

**This program comprises efforts to educate all Davidson College students about human sexuality, reproductive choices and the avoidance of sexually transmitted diseases, sexual abuse and assault.**

**Program Goals:**

1. To teach every first year student in a Davidson 101 Sexuality class that covers homosexuality, reproductive health care, reproductive choices and sexual decision making skills.
2. To inform all first year students and all other requested students on sexuality and substance use, disease prevention and sexual assault prevention.
3. To provide students requesting individual meetings more information on sexuality issues or preparatory information for a meeting with a Student Health Center physician or a specialist.

**1. Program Goal: To teach every first year student in a Davidson 101 sexuality class that covers homosexuality, reproductive health care, contraceptive choices and sexual decision making skills.**

**Learning Outcomes:**

1. Students will hear the perspective of homosexual students on campus and be able to identify the resources on campus available to these students. (LO Reference #12)
2. Students will be able to describe the Student Health Center services in the area of reproductive health care for men and women. (LO Reference #13)
3. Students will examine contraceptive choices and their strengths and limitations. (LO Reference #14)

**2. Program Goal: To inform all first year students and all other requested students on sexuality and substance use, disease prevention and sexual assault prevention.**

**Learning Outcomes:**

1. Students will be able to identify the relationship between sexuality and substance use and the potential negative consequences in terms of impaired decision-making skills and the consequences therein. (LO Reference #16)
2. Students will connect the relationship between the transmission of sexually transmitted diseases and the transmission circumstances and / or how to protect themselves against them. (LO Reference #17)
3. Students will describe the potential for sexual assault on a college campus and how to access resources on campus regarding this issue. (LO Reference #18)

**(3. No Learning Outcomes assessment for Goal III)**

# **Student Health / Student Counseling Learning Outcomes Assessment Plans**

**Academic Year 2003-04**

Assessment of the Learning Outcomes described above will be effected in the 2003-04 Academic Year using three Assessment Methods:

## Assessment Method 1

An assessment will be conducted by presenting a sampling of first-year students a series of questions regarding (a) the staff, services, and policies of the Student Counseling Center and student use of the SCC (LO References #1,2), (b) Alcohol / Substance Abuse issues on campus (LO References #6-8,10), and (c) Sexuality issues on campus, including STDs, contraception, and sexual identity/preferences (LO References #12-18). These questionnaires will be administered to students at various points in the fall semester so that some will have received relevant Davidson101 training and some will not. Comparisons will be made between the scores of those who took the questionnaires before training and the scores of those after training, approximating a Pre-Post-Training comparison, to indicate learning outcomes in each of the three areas of training listed above.

*--These assessments were conducted in the fall of 2003.*

## Assessment Method 2

The AlcoholEdu program will be utilized by all first-year and transfer students during the Fall Semester. The AlcoholEdu online program consists of an extensive set of questions that all first year students must answer describing their knowledge about and behavior regarding the use and/or abuse of alcohol and other substances. The results of students' answers will be combined and analyzed for changes in their knowledge and behavior, providing indication of learning outcomes relevant to alcohol / Substance use and abuse. (LO References #5,8)

*--AlcoholEdu assessments are integral to the program; these were performed in fall, 2003.*

## Assessment Method 3

The Health Educator will oversee a series of Focus Group Discussions which will explore Social Norms data on Alcohol / Substance Use/Abuse on campus, as taken from latest CORE data. These Focus Group Discussions will include assessment of students' learning outcomes on this topic. (LO References #10)

*--These group discussions were conducted in early spring of 2004.*

## **Academic Year 2004-05**

### Assessment Methods 1-3

Although questions assessed may change for the new academic year, the Assessment Methods used in 2003-04 (see above) will be essentially duplicated again.

*--Lack of staffing resources led to temporary cessation of the assessment of Davidson101 presentations' learning outcomes in fall, 2004.*

### Assessment Method 4

A questionnaire will be utilized to assess learning outcomes from the summer retreat training of RLO Student Staff in the areas of Student Counseling Services and appropriate referrals (LO References #1,2), Alcohol/Drugs and Sexuality Issues

### Assessment Method 5

A questionnaire will be utilized to assess learning outcomes for faculty in conjunction with a Fall Semester SCC program for faculty on the topic Depression/Suicide, Eating Disorders, and Student Safety. (LO Reference #1)

*--This was deferred as the faculty program was not conducted, preempted by another program on Learning Disabilities and other American Disabilities Act topics.*

## **Academic Years 2005-06 through 2007-08**

### Assessment Methods 1 – 4

The methods describe for previous years will be maintained, with appropriate content modifications.

*--Lack of staffing resources led to continuation of the temporary cessation of the assessment of Davidson101 presentations' learning outcomes in fall, 2005.*

### Assessment Method 6

A questionnaire will be utilized to assess learning outcomes related to Orientation Workshops offered for parents of first-year students on common mental health issues for new students and Student Counseling Center staff, confidentiality policies, and student usage. (LO References #3, 4)

*--Staff turnovers and shortages led to deferral of this task in fall, 2005. It will be initiated in fall, 2006.*

*--WDS 11/03*

*Rev. 12/05*

*Learning outcomes assessment 3.doc*