

Cornell College

Departmental / Program Assessment Matrix

Department/Program: *Residence Life*

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Date:

Cornell College Educational Objectives ¹	Department/Program Goals/Objectives	Intended Student Outcomes ²	Assessment Methods ³	How Information Is Used / Decisions Made
<p>One: Be able to acquire, analyze, interpret, and communicate knowledge; possess skills including, but not limited to, writing, reading comprehension, critical thinking, quantitative reasoning, information literacy, and oral communication</p>	<p>Through intentional residential programming students will be able to acquire, analyze, interpret, and communicate</p>	<p>LL Community participants will be able to manage a budget by the end of the academic year.</p>	<p>Quality of Life Survey, RA evaluations, LL Community Evaluations, Tracking of programming</p>	<p>Used to develop Leadership programming.</p>
	<p>knowledge; possess skills including, but not limited to writing, reading comprehension, critical thinking,</p>	<p>LL Community participants will be able to collaborate with one office/organization to implement a program by the end of the academic year.</p>		<p>Used to identify areas needing further attention.</p>
	<p>quantitative reasoning, information literacy, and oral communication in</p>	<p>LL Community participants will be able to identify mechanisms to live a balanced life by the end of the academic year.</p>		

¹ Refers to the College-wide educational objectives approved by the Faculty during the 2006-07 academic year. These objectives are attached.

² Refers to specific statements of what students should be able to do upon their completion of the program.

³ Answers the question of “how do we know?” whether / how well students are achieving the intended outcomes. May include indicators of performance, strategies/criteria for evaluating performance, and methods of data collection and analysis (as relevant). In short, what evidence do we have and how did we acquire it?

	diverse living communities (Residence Life Programming; i.e. RA Programming, Living and Learning Communities, IDEA Institute, Connect Floor, Wellness Floor, NRHH and Hall Councils.)	LL Community participants will serve in at least one leadership role on or off campus.		
		LL Community participants will be able to run a meeting and facilitate group discussion by the end of the academic year.	Quality of Life Survey, Focus groups, Feedback from participants, , Individual contact with students	
		LL community participants will be able to work with others, mediate conflict, and confront difficult situations by the end of the academic year.		
		LL community participants will be able to implement ethical decision-making based on learned values and morals by the end of the academic year.		

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<p>Two: Understand the methods and practices of the natural sciences, social sciences, arts, and humanities:</p> <ul style="list-style-type: none"> ▪ as a result of their experiences with various methods of inquiry, graduates will recognize and apply different disciplinary and interdisciplinary forms of thinking; ▪ as a result of their experiences with a major or concentration, graduates will possess depth of understanding and research skills in at least one method of inquiry; 				
<p>Three: Possess intercultural knowledge and recognize global perspectives;</p>	<p>Through intentional residential programming students will be able to acquire, analyze, interpret, and communicate knowledge; possess</p>	<p>LL Community participants will be able to create an action plan to address issues and concerns that arise from researching the group's topic by the end of the first semester.</p>	<p>Quality of Life Survey, Focus Groups, Feedback from organizations members, individual contact with students</p>	<p>Used to develop Leadership programming. Used to identify areas needing further</p>

	<p>skills including, but not limited to writing, reading comprehension, critical thinking, quantitative reasoning, information literacy, and oral communication in diverse living communities (Residence Life Programming; i.e. RA Programming, Living and Learning Communities, IDEA Institute, Connect Floor, Wellness Floor, NRHH and Hall Councils.)</p>	<p>LL Community participants will be able to apply knowledge to service learning projects by the end of the academic year.</p>		<p>attention.</p> <p>Develop future living and learning communities and strengthen current programs.</p>
	<p>Through living in diverse communities students will be exposed to intercultural knowledge and</p>	<p>LL Community participants will be able to analyze and interpret a societal issue in depth through peer to peer learning and faculty and staff advising by the end of the academic year.</p>		
		<p>LL Community participants will understand the impact their actions will have on their community by the end of the academic year.</p>		
		<p>LL Community participants will be able to identify their personal values and appreciate the values of others by the end of the academic year.</p>		
		<p>LL Community participants will be able to appropriately confront situations that impact them by the end of the academic year.</p>		

	different global perspectives.	LL Community participants will be able to appreciate others' differences and similarities by the end of the academic year.		
	Enhance current programming to build strong hall community.	LL Community participants will be able to articulate the key identifiers of a strong community.		
	Increase Living & Learning Communities to create a unique residential experience focused on an issue in society and increase upper-class retention.	LL Community participants will be able to analyze and interpret a societal issue in-depth through peer-to-peer learning and the faculty/staff advising relationship by the end of the academic year.		
LL Community participants will be able to create an action plan to address issues and concerns that arise from researching the group's topic and applying this knowledge to service-learning projects by the end of the academic year.				

<p>Four: Integrate and transfer knowledge and skills from one setting to another;</p>				
<p>Five: Be cognizant of their responsibility for individual, civic, and social choices</p>	<p>Students will be cognizant of their responsibility for individual, civic, and social choices through accountability for community standards and college policies.</p>	<p>Residents will be able to articulate the purpose of a roommate agreement.</p> <p>Students will understand residential policies and the reason for such policies.</p> <p>Students will be able to communicate standards of a functional community.</p> <p>Students will understand the impact their actions will have on their community.</p>	<p>Quality of Life Survey, focus groups, feedback from organizations members, individual contact with students</p>	<p>Used to develop LL Community proposals.</p> <p>Used to develop Leadership programming.</p> <p>Used to identify areas needing further attention.</p>