

Residence Life	
Mission Statement	Departmental Values
The Office of Residence Life strives to provide a comprehensive Residence Life program as an integral part of the educational program and academic support services of the institution. The Residence Life program is committed to providing opportunities for personal growth and development and supports the educational mission of the college by providing facilities and programs to assist students in developing mutually supportive relationships in order to live, work, and learn with people of diverse backgrounds and individual differences.	<ol style="list-style-type: none"> 1. Diversity, Equity, Inclusion, and Social Justice; 2. Community Engagement and Connections; 3. Accountability and Ethical Decision Making; 4. Care for Self and Others; 5. Supporting the Academic Environment; 6. Leadership; and 7. Respect and Civility.

Value	Learning Outcome	Strategies Tactics	Timeline Frequency	Measure
Diversity, Equity, Inclusion, and Social Justice	25% of residential students will re-examine their beliefs or preconceptions about those who are different from them through participating in a discussion around a sensitive issue, such as race, gender identity, sexual orientation, or ability status. (This is not an exhaustive list.)	FRED Dialogues; Residence Director Training; Resident Assistant Training; Resident Assistant Programming Model (Social Justice requirement).	1 discussion/year.	Attendance lists (to gauge percentage); written reflection through Google form after discussion (to gauge whether learning happened and to what extent).

Department of Residence Life
 Learning Outcomes, Strategies, Tactics, and Measures
 2019 - 2020 and 2020 - 2021

Community Engagement and Connections	25% of residential students will connect with the community outside of their own residence halls as a result of participating in a service project or service learning experience.	Partnership with Office of Volunteer and Community Services; Resident Assistant Programming Model (CAPE requirement); poster campaign around reasons for volunteering.	1 service project or service learning experience/year.	Attendance lists (to gauge percentage); written reflection through Google form about how students were impacted.
Accountability and Ethical Decision Making	75% of new first-year and transfer residential students will be able to identify 3 components of the Intervisitiation policy and articulate why the policy matters as a result of their participation in the Residence Life session of the Jump Start/Orientation program.	Partnership with Office of New Student Transition Programs; full understanding of Intervisitiation Policy and purpose by presenters; redesign of Residence Life presentation slides for Jump Start/Orientation.	August or January (i.e., whenever Jump Start or Orientation happens).	Survey immediately after session.
Care for Self and Others	75% of new first-year and transfer residential students will learn at least 1 life skill (e.g., cooking, laundry, compromising, scheduling appointments, etc.) while living in the residence halls.	Resident Assistant Programming Model (CAPE requirement); individualized interventions by Resident Assistants; bulletin boards; mandatory roommate agreements for new students.	Skill development throughout the school year, with pre-test administered at check-in and post-test administered at check-out.	Indirect assessment -- pre-test in August, post-test in May.

Department of Residence Life
 Learning Outcomes, Strategies, Tactics, and Measures
 2019 - 2020 and 2020 - 2021

Supporting the Academic Environment	25% of new first-year residential students will identify, develop, and practice a study skill (e.g., skimming, finding a place to concentrate, note cards for memorizing, studying for a test 1 week in advance, etc.) as a result of their participation in a Residence Life-sponsored Academic Preparedness workshop.	Partnerships with faculty members and Deans; partnership with Office of Campus Life (large-scale events); Resident Assistant Programming Model (CAPE requirement); Academic Preparedness series program.	1 workshop/Fall semester.	Indirect instrument which measures growth from time of event participation to conclusion of school year (e.g., longitudinal survey, pre-test/post-test).
Leadership	75% of students who are executive committee members of Hall Council will be able to identify and explain their preferred leadership style (i.e., directing, coaching, supporting, or delegating) as a result of their work with Hall Council.	Partnership with Student Association (workshops for campus leaders); <i>The Leadership Challenge</i> book and workshops; revising the purpose of Residence Hall Association.	December and May (conclusion of each semester).	Leadership style survey.
Respect and Civility	75% of residential students will develop at least 1 skill (e.g., active listening, compromise, direct confrontations, etc.) to help them communicate thoughts, feelings, and disagreements with others respectfully while living in the residence halls.	Resident Assistant Programming Model; individualized interventions by Residence Directors and Resident Assistants; partnership with Counseling Center; partnership with Communication Department.	Skill development throughout the school year, with pre-test administered at check-in and post-test administered at check-out.	Indirect assessment -- pre-test in August, post-test in May. This instrument could include scales for each skill.