DIVISION OF STUDENT AFFAIRS

**Mission**

The Division of Student Affairs advances the College mission and strategic plan by intentionally fostering and proactively promoting student learning and development within our residential liberal arts college community, where self governance and personal responsibility are hallmarks. We achieve our mission by embracing our core values.

**Core Values**

We value:

- Student-centeredness
- Diversity, social justice, and global citizenship
- Being curious, learning, thinking critically, reflecting, and pursuing passions
- Relationships, collaboration, and partnerships
- Providing challenge, support, empowerment, and accountability to students and colleagues
- Integrity, honesty, authenticity, well-being, and personal responsibility
- Hard work, dedication, and positivity

**Vision**

The Division of Student Affairs aspires to be a nationally recognized model, comprising exemplary, collaborative, and student-centered educators, who challenge students as they discover their potential, achieve excellence, and serve the common good.
Desired Learning Outcomes
The Division of Student Affairs staff engage Grinnell College students to foster personal growth and learning outside of the classroom. We do so through our programs, services, and resources; mentoring, advising, and counseling; and facilitating student self governance in our residential community. As a result of interacting with Student Affairs educators, students will:

**DEVELOP INTRAPERSONAL SKILLS**

DSA1. learn behaviors, attitudes, and skills that promote well-being, resilience, and personal safety and that reduce risk to self and others

DSA2. learn to be self-reliant, appropriately assertive, and resourceful so that they may be their own advocates

**VALUE DIVERSITY, SOCIAL JUSTICE, AND GLOBAL CITIZENSHIP**

DSA3. learn to recognize, understand, and appreciate difference while respecting the ideas and dignity of all

DSA4. learn to challenge and work productively against injustices, locally and globally

DSA5. learn to actively engage with and positively affect the communities of which they are members, including identity-based groups, residential self-governing campus, City of Grinnell, nation, and world

**THINK CRITICALLY**

DSA6. learn to challenge assumptions and consider alternative perspectives

DSA7. learn to apply existing knowledge and experience to new situations

**RELATE TO OTHERS**

DSA8. develop the capacity to establish healthy, mutually-beneficial relationships with others

DSA9. enhance communication skills to effectively listen, reflect, and convey ideas

DSA10. develop behavioral maturity and awareness of how their actions impact individuals or groups, and manage interpersonal conflicts effectively and civilly

**LIVE WITH INTEGRITY**

DSA11. learn to identify values and principles in decision making and to act in congruence with their beliefs

DSA12. enhance leadership skills by collaborating with others to reach their goals and positively effect change

We intend that students develop, practice, and integrate these competencies into their lives at Grinnell and beyond.
DEPARTMENTAL/PROGRAM LEARNING OUTCOMES

Academic Advising

Learning Outcomes
AA1. Students who meet with an academic advising staff member will feel more confident in their ability to manage their situations or handle similar situations in the future.

AA2. Students who meet with an academic advising staff member will learn about resources on campus that they did not know about or learn how to best access and use resources they already knew existed.

AA3. Students who meet with an academic advising staff member will learn a new academic skill or strategy such as organization/planning, time management, study skills, note taking, speaking up in class, or how to talk with a faculty member. [Over time they will become more independent learners.]

AA4. Students who use the tutoring program will be able to better understand their course material, course expectations, and become more independent learners.

AA5. Students who meet with a staff member to request academic accommodations for a disability will understand the process of requesting and being provided academic accommodations. [Over time they will become more effective self-advocates.]

AA6. By participating in the transfer student orientation, students will acquire skills and knowledge to make a successful academic transition to Grinnell College.

Campus Center Operations & Activities

Learning Outcomes
CCO1. As a result of being employed by the department of Campus Center Operations & Student Activities, students will have a better understanding about how their personal work ethic and commitment effects and impacts the team and how others view the team.

CCO2. Students who seek funding through the department of Campus Center Operations & Student Activities will better know and understand the finer details necessary to plan for and consider when planning an event.

CCO3. Students who are employed by or who hold a leadership role associated with the department of Campus Center Operations & Student Activities will learn more about his/her leadership style and how it is compatible/conflicts with other leadership styles.
CCO4. Students who are employed by or who hold a leadership role associated with the department of Campus Center Operations & Student Activities will learn more about his/her communication style and more about what they are stronger in versus what they can continue to work on to continue to grow as an effective leader.

CCO5. Students who hold leadership positions directly advised by Campus Center Operations & Student Activities will feel that they have grown/improved in at least two skill sets necessary for positive and productive program management.

Campus Safety & Security

Learning Outcomes

CSS1. As a result of interacting with the Campus Safety & Security Office, students will learn personal responsibility.

CSS2. As a result of interacting with the Campus Safety & Security Office, students will learn the importance of protecting property.

CSS3. As a result of interacting with the Campus Safety & Security Office, students will learn personal accountability.

Evaluation and Assessment

Learning Outcomes

EA1. Those who participate in the Evaluation and Assessment program will be better able to analyze, interpret, and make meaning of information gained from data collection and information gathering in an effort to improve their programs and their work.

EA2. As a result of staff members participating in the Student Development Assessment Group (SDAG), they will learn to use multiple sources of information and knowledge to make evidence-based decisions.

EA3. Staff members who serve on SDAG will learn to work cooperatively with others, including people with different points of view.

EA4. As a result of individuals participating in the self study and program review process, they will learn to assess, articulate, and acknowledge personal and professional skills, abilities, and growth areas.

EA5. Individuals who engage with Evaluation and Assessment programs will learn to communicate more effectively by conveying meaning in a reflective manner that is understood by others as a result of writing coherently and effectively.
Learning Outcomes

OISA1. As a result of intentional educational efforts by OISA staff, Grinnell’s F and J visa holders will learn how to identify and maintain their immigration documents and learn how to comply with the regulatory responsibilities, benefits and limitations therein.

OISA2. As a result of participation in IPOP (International Pre-Orientation Program) international and global nomad students will learn that they have a viable support network on campus, and will be prepared and inspired to engage fully with their US counterparts in and out of the classroom.

OISA3. As a result of meeting with OISA staff, international and global nomad students and scholars will be confident in our work, trust our instincts, and consider us their ally.

OISA4. As a result of their engagement with OISA efforts and programs, international and global nomad students will be motivated to embrace the role of ‘cultural ambassador’ and to willingly share the unique gifts and insights that they bring to this small community in rural Iowa.

OISA5. As a result of our outreach efforts and consistent, quality work, campus and community constituents will learn about the resources available in the OISA and feel served and impacted by our efforts.

Residence Life and New Student Orientation

Learning Outcomes

RLO1. As a result of actively participating in a self-governing residential community, students will identify their own values and principles in personal decision-making, utilize conflict resolution strategies effectively and be able to appropriately confront unjust or uncivil behavior of other groups or individuals.

RLO2. As a result of engaging with others in a diverse residential community, students will establish healthy relationships, develop their individual identities and value diverse perspectives.

RLO3. First-year and transfer students who engage in New Student Orientation will discover and learn to navigate the resources available to them as well as gain institutional and personal support during their adjustment and transition to Grinnell College.

RLO4. Students involved in Residence Life and Orientation programming will develop a sense of community and further their learning in the residential environment.
RLO5. Through their positions, Student Staff will learn to employ leadership, mediation, and helping skills in their residential communities and beyond the College campus.

Student Conduct

Learning Outcomes

SC1. Students who participate in the student conduct process will be able to incorporate increased ethical reasoning into personal action as demonstrated by their non-recidivism.

SC2. As a result of students serving on conduct hearing boards, they will learn to exhibit respect and preserve the dignity of others.

SC3. Students who are required to write a reflection essay as an educational outcome will be able to assess their own personal assumptions related to their behavior and consider alternative perspectives.

SC4. As a result of students modeling and upholding self-governance by confronting disrespectful and/or harmful behavior, they will learn to appropriately challenge the unfair, unjust, or uncivil behavior of others.

SC5. Students who read the online publication of student conduct statistics will be able to make increased connections between personal and/or group behavior and the consequences associated with actions that violate our self-governing community as demonstrated by observed behavior; specifically, behavior that does not violate College regulations, rules, or policies.

Student Health and Counseling Services

Learning Outcomes

SHACS1. As a result of participating in the outreach programs featuring SHACS staff, students will increase their knowledge about the range of health and counseling services available to them at Grinnell College.

SHACS2. Students who attend topical educational sessions facilitated by the SHACS nursing staff and invited speakers (e.g., local physicians) will broaden their skills for responding to/managing health related issues.

SHACS3. Students who attend topical educational sessions facilitated by SHACS counseling staff will increase their knowledge about how to respond to their own and others’ psychological distress.

SHACS4. Students, faculty and staff who attend the SHACS suicide prevention training (QPR) will be able to identify signs of suicide risk.
SHACS5. Students, faculty and staff who attend the SHACS suicide prevention training (QPR) will increase their confidence in their ability to intervene when students appear to be at risk for suicide.

SHACS6. Students who are employed by SHACS will be able to articulate the significance of maintaining confidentiality in the health and counseling setting.