

What students are saying about East Wheelock

Summer, 2009

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Why ask about East Wheelock?

The East Wheelock Cluster mission statement asserts that “the East Wheelock Program is an intellectually vibrant and culturally diverse residential community that expands the educational experience beyond the classroom. Through enhanced interaction among students, faculty, staff, and a wide range of visiting scholars, artists, performers, and public figures, the program prepares students for life-long learning and responsible global citizenship.”

Why are we doing what we are doing? Are we accomplishing what we have set out to do? What



is the value of the East Wheelock Program for our residents? The mission, goals, and outcomes should guide our planning and practice.

To assess how well the program at East

Wheelock is meeting the goals and outcomes outlined by our mission statement, we conducted a survey of the students who had lived in the cluster.

Who did we ask?

We sent our survey to a list of all the students



who had lived in the East Wheelock cluster in either the Fall 2008 or Winter 2009 terms. There was no incentive to completing the survey and all responses were anonymous. Of the 367 requests we sent out to

complete the survey, we received 151 completed surveys (41.1%). Students were sent an initial invitation to complete the survey on April 3rd, followed by three reminders on April 7th, 10th, and 14th, respectively, and the sur-



First-Year Move-In Day—Fall 2007

A goal of EWC is to establish an intellectually vibrant community

78% of students agreed with the statement, “East Wheelock is an intellectually stimulating community.”



85% of students agreed with the statement, “Academic success is fostered in East Wheelock.”

“I feel like I am in a community of people who really care about their academics, which encourages me and others to work towards being academically successful.”

“People are very interested in forming a sense of community. They listen to each other and work often together. Moreover the great diversity of students...makes the residents more aware and sensible to diversity. They end up appreciating different cultures and viewpoints more than most Dartmouth students.”

A goal of EWC is to establish a culturally diverse community

83% of students agreed with the statement, “Living in East Wheelock has exposed me to different cultures and perspectives.”



70% of students agreed with the statement, “I feel that my culture and perspectives are valued and appreciated in East Wheelock.”

“Just the smell of ethnic foods wafting through the halls is enough to get me excited about different cultures!”

A goal of EWC is to establish an educational experience that expands beyond the classroom

88% of students agreed with the statement, “In East Wheelock, out-of-class teaching and learning opportunities are available.”



Poker with the Profs, Brace Commons—Fall 2007

56% of students agreed with the statement, “As a result of living in East Wheelock, I feel comfortable talking about things like current events, political, social, and intellectual issues in informal settings with my peers and friends.”

45% of students agreed with the statement, “Living in East Wheelock has made me more comfortable talking with faculty.”

A goal of EWC is to foster life-long learning

61% of students agreed with the statement, “As a result of living in East Wheelock my appreciation of the arts (e.g., music, dance, drama, and visual art) has been enhanced.”



38% of students agreed with the statement, “As a result of living in East Wheelock, my awareness of academic opportunities after graduation (e.g., employment, graduate/professional school) has increased.”

56% of students agreed with the statement, “As a result of living in East Wheelock, I will be more likely to seek out intellectual and cultural opportunities such as plays/musicals, museums, concerts, lectures, etc. after graduation.”



Homecoming—2008

A goal of EWC is to foster responsible global citizenship

31% of students agreed with the statement, “As a result of living in East Wheelock, I am more likely to be involved in some form of community service.”



“Learning how important each individual's contribution to the community is has influenced me to participate in community service.”

61% of students agreed with the statement, “As a result of living in East Wheelock, I have learned that I have a responsibility to improve the lives of others.”

“East Wheelock makes community service so easy to participate in, and knowing that I can do so among friends provides pretty big incentive for me.”

Conclusions

The quantitative and qualitative results of the survey demonstrate that the success of the program is due to the combined effect of the vari-



ous program components: faculty associate programming, Residential Life staff programming and advising, class dean programming and advising, the selective housing application process, and the physical and social atmosphere of the cluster which supports an intentionally intellectually suc-

cessful environment. While some of these areas can be made stronger, continuation of all of them is necessary so that we can achieve the goals of the program.



Breakfast at 13 EW with NPR's Juan Williams—Spring 2008