Theory-of-Change Logic Model

First Year Outcomes project

**Influential Factors**
- Institutional Priority 4 and senior — level administrative support exists through Enrollment Management & Student Success division
- Program coordinators for FYS, ENG, and HGD communicate course-wide and first-year academic program-wide expectations to individual instructors and to the faculty at large
- Student Success staff design and deliver programs for students and parents that support the outcomes established in this project
- Growing imperative within higher education to describe, frame, communicate, and measure student learning outcomes; to demonstrate the added value of a bachelor’s degree in light of its high costs

**Problem or Issue**
- The First Year program at Wheelock lacks coherence
- Our “Learning Communities” —a high-impact practice for colleges—exist in name only for first-year students
- First Year student learning outcomes document is outdated and lacks clear relevance in the student experience

**Assumptions**
- The working group settles on a list of outcomes agreeable to key stakeholders
- Individual instructors and staff utilize these outcomes as one foundational component when creating or revising course content and programming
- Faculty and administrators alter current assessment measures to include data collection with respect to these outcomes
- First-year students at Wheelock are motivated to do their part to learn and develop
- This project will be compatible with Gen Ed principles, Wheelock mission, etc.

**Desired Results (outputs, outcomes, and impact)**
- Establish clear learning and developmental outcomes for Wheelock students to achieve ideally by the end of their first year
- Identify and label key curricular and co-curricular activities and experiences with which all first-year students must engage
- Articulate a compelling narrative to the broader community that describes a coherent developmental program for first-year students
- Activate and enhance learning community relationships within and between FYS, ENG, HGD, and the co-curriculum

**Community Needs/Assets**
- In the 2010-2011 academic year, Institutional Priority 4 calls for “defin[ing] a vision for the undergraduate and graduate student experience” and “develop[ing] clear expectations, core competences, and awareness of supports to enhance students’ pathways for success”
- A unified group of faculty and staff leaders who instruct and support first-year students through FYS, ENG, HGD, and the co-curriculum are motivated to strengthen the first-year program and related learning communities

**Strategies**
- Engage key colleagues across the college in refining and editing learning outcomes
- Build learning communities organically through natural overlap in course or program mission, focus, content, process, activities, and deliverables
- Communicate high expectations for learning to all stakeholders—students, faculty, staff, parents—at every opportunity, and describe relevant support structures
- Integrate learning outcomes measurement within current assessment structure

**Successful First-Year students at Wheelock will:**

<table>
<thead>
<tr>
<th>English 110-111</th>
<th>First Year Seminar</th>
<th>Human Growth &amp; Development</th>
<th>Collegiate and Life Skills</th>
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<tbody>
<tr>
<td>- Compose rhetoriclly effective and logically sound essays utilizing the conventions of different genres, including expository, persuasive, and research essays.</td>
<td>- Use critical thinking and inquiry to recognize, investigate, analyze, and solve problems and to value the process of that discovery.</td>
<td>- Challenge conceptions of “development” to include personal growth and change through the life span.</td>
<td>- Demonstrate self-advocacy by seeking out help in a variety of academic and professional resources, including professors, librarians, advisors, peer resources, and counseling resources.</td>
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<td>- Engage meaningfully with the process of writing by embracing the revision process as an opportunity to more clearly articulate thoughts, opinions, interpretations, and proposals.</td>
<td>- Read and analyze texts and/or other media closely and critically for main ideas, supporting ideas, details, meanings and assumptions.</td>
<td>- Demonstrate understanding of major theories and research findings about human development through the life span.</td>
<td>- Participate fully in the first-year advising process, including regular meetings, activities, and success planning.</td>
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<td>- Utilize library resources (including FLO catalog and online databases) to conduct productive research.</td>
<td>- Engage in academic behaviors that support academic success, including attendance, promptness, focus, preparation, and participation in the discourse of the class.</td>
<td>- Critically reflect on beliefs, expectations, and observations about human behavior and human development.</td>
<td>- Explore interests, potential majors and career options.</td>
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<td>- Demonstrate the literacy skills necessary to pass all portions of the Wheelock Literacy and Communication Exam, including spelling, grammar and mechanics, summary, and persuasive argumentation skills.</td>
<td>- Understand, evaluate and analyze evidence and/or data in one or more fields of academic inquiry.</td>
<td>- Understand how historical and sociocultural contexts influence human development and people's ideas about it.</td>
<td>- Design a personalized time management schedule that meets individual needs and personality.</td>
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<td>- Create an effective and professional resume and cover letter.</td>
<td>- Develop the ability to read and evaluate quantitative information presented in a variety of media.</td>
<td>- Gain skills in data collection and analysis techniques central to developmental research, with particular emphasis on naturalistic observation and interview methodology.</td>
<td>- Compose stylistically appropriate emails for professors, administrators, and professionals in the field.</td>
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<td>- Participate in (or form) groups and clubs that connect with interests and passions.</td>
<td>- Demonstrate research (and information literacy) skills by locating, evaluating, and synthesizing information.</td>
<td>- Complete field placements and use knowledge of developmental research to analyze observations of human behavior and explore multiple settings in which development takes place.</td>
<td>- Utilize time at college to expand experiential horizons by taking advantage of living in a major American city.</td>
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<td>- Engage in the Wheelock community through active participation in organizations and events.</td>
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<td>- Create and deliver engaging oral presentations for a variety of audiences.</td>
<td>- Form healthy relationships with peers.</td>
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<td>- Consistently take intelligible notes in class.</td>
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<td>- Design a personalized time management schedule that meets individual needs and personality.</td>
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<td>- Behave professionally and utilize professional skills in the classroom and while in the field.</td>
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<td>- Engage in the life of the college by participating in required and suggested academic, developmental, and social activities and programs.</td>
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