

Student Affairs Strategic Plan Glossary of Terms

Assessment Methods: Assessment methods include the criteria, process, and tools used to determine if the intended outcomes were reached. Assessment methods articulate the target audience of the assessment, the methods and tools for data collection, criteria or targets that specify that the outcome has been met, and how the data will be analyzed. A combination of methods to measure outcomes is desirable.

Learning Goals for Graduates (LGG's): Adopted by the OSU Faculty Senate in June, 2010. These seven goals are intended to be achieved by every OSU graduate, though how they are achieved will vary. The specific learning that student achieve and that is measured by student learning outcomes are designed to relate to at least one of the LGG's. A list of LGG's can be found at: <http://oregonstate.edu/leadership/provost/initiatives/learning-goals-for-graduates>

Metrics: Specific outcomes and outputs expected as a result of the specific strategic activity. Measures of effectiveness of a program or program component.

Outcomes: Articulate the measurable expected results of an activity or program effort. Outcomes are not knowing, thinking and understanding, but rather a demonstration of knowing, thinking or understanding. Outcomes describe measurable behaviors achieved by participants using active verbs such as: arrange, define, explain, calculate, design, synthesize, evaluate.

Outputs: Describe those elements of a program or activity that can be counted such as: number served, type of service received, satisfaction of patrons, etc.

Strategic Activity: Programs and action steps established and implemented to move forward a Strategic Initiative.

Strategies: Actions steps and processes used to move the strategic activity forward.

Student Affairs Goals: The goals provide a framework within which different departments and programs develop specific initiatives. The goals create common threads across the departments and throughout the division. The goals focus our energy and resources on aspects of community development that help the division realize its vision and mission.

Student Affairs Goals:

1. We will create environments that strengthen holistic personal development and well-being of students.
2. We will cultivate to a positive, inclusive and engaging campus community where multiple perspectives are openly shared and can thrive
3. We will be a teaching and learning organization. We will enhance our own knowledge and the knowledge of others.
4. We will develop global citizens who are prepared and empowered to make meaningful contributions that are socially relevant.

Timeline: Timing of action steps to move a strategic activity forward.

“Benny’s Strategic Planning Story”

Benny is interested in helping to develop a service learning / experiential learning center (←This is a **Strategic Activity**). Now what?

He thinks this is a great way to help students develop Social Responsibility and Sustainability (← this is an **LGG**). He also thinks an experiential learning center would be a great place to create an environment that strengthens holistic personal development and well-being for students (←A Student Affairs **Strategic Goal**). One more important thing for Benny to consider is if the different programs and resources would contribute to constructing best practices in engagement and outreach to enhance student learning outcomes (←**The Strategic Initiative**).

He brainstorms different programs or resources that will be available to the students and the steps necessary to make those ideas happen. He considers what others at OSU are doing, other service learning centers in communities or schools, the opportunities and resources in Corvallis, past student service experiences and suggestions, etc. When thinking about the different programs or resources that this center will provide, he also thinks about *how he will know*:

1. If the students are developing social responsibility and sustainability
2. If the space is a great environment to strengthen personal development
3. If the students are succeeding and the space is encouraging personal development in a way that puts OSU on the leader board.

One idea Benny has is that students who visit the experiential learning center and then do at least one project in the community will be able to explain at least one social issue they confronted and were engaged in addressing while volunteering (←this is an **Outcome**). The service learning center would also be a place where after the service experience, students would be asked to come back to and reflect about their experience. From these reflections center staff are able to determine the degree to which students are able to compare and contrast elements of institutional privilege and personal privilege (←this is an **Outcome**). They use resources on site and attend workshops offered in the center about entering a new environment of service in a respectful manner (←these are **Outputs**).

One way to keep track of this would be ask students about a relevant social issue before doing service, and then after. The explanations students give about their experience can be compared to a service learning rubric so as to see if a student has a greater understanding of a particular social issue after the experience (←this is an **Assessment Method**). He also will find out from the students where they get their information about service learning opportunities and how convenient and helpful they find the center... ideally showing great student involvement and use of the center (←Another **Assessment Method**). Collectively, the experiences that the students share would draw a picture of the student experience at the service learning center and describe if the programs and resources are in fact helping students move toward the Strategic Goals and LGGs. Benny also thinks it is important to keep track of how many times students do service, how many hours they serve, what resources they use most frequently, and what they like about the service learning center (←these are **Outputs**).

Benny has all the elements of the plan except tying outcomes back to the student affairs goals but he knows how to do that. Benny also needs to reflect on the process and outcome of his work to determine what he learned, and what he might do differently the next time.

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