

Student Affairs Assessment Council

Agenda

July 13, 2005

Attendance: Kent Sumner, Rosemary Garagnani, Jo Frederic, Mina McDaniel, Beth Dyer, Jodi Nelson, LeeAnn Baker, Ryan Collay, Bob Kerr, Lisa Hoogesteger, Jessica Heintz, Rick DeBellis, Edie Blakley, Eric Hansen, Pat Ketcham, Rebecca Sanderson

Introductions-Welcome to Bob Kerr our newest member

Retreat Sub-Committee Reports

Each of the groups below presented their work on definitions for each of the concepts listed below. There were several suggestions made including altering some of the concept names. These changes and suggestions, are reflected in the document below.

Group 1

Strategies for Healthy Living

Practice Good Citizenship and Social Responsibility

Group 2

Critical Thinking and Analytical Skills

Attitude of Inquiry

Group 3

Effective Communication

Intrapersonal Competence

Groups were going to reconvene either by email or in person to work more on the definitions and were going to provide them to Rebecca. After all definitions were revised and provided to Rebecca, she was going to try to get them to sound like the same writer had done them all. These would then be sent to the entire group before the next meeting in August.

Discussion on Introduction to Document

Rebecca had worked on an introduction for the document and solicited feedback from the group. This too has been added to the document below. Included with that is a first draft of the methodology for use which the group had suggested.

Next Steps

The next steps will be to finish the document, ask council members to share with staff in terms of clarity of definitions. We are however not looking for a complete re-do of the work that has been done—merely any refinements and to gauge reactions. Next, we will need to determine how we want to roll this out to the division at the October division meeting.

Next Meeting: August 9, 9:00am in MU 110

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Learning In Student Affairs

As members of a university community, Student Affairs professionals are responsible for continuing to learn and to foster learning in those with whom we interact. The underlying belief in the value of education and learning is embedded in all of our services and programs. Education can lift the spirit, provide hope, foster creativity, and improve us all.

Learning is a complex process that can and does occur over the lifespan of individuals.

Thus, as members of a community that values education, our challenge is to become increasingly intentional in the delivery of services and programs that foster learning in those areas that are crucial for success in a global and ever-changing world.

The effective creation and application of knowledge, respect and value for self and others, ability to lead, and acquisition of skills that contribute to life long development are essential for our own success as well as the success of our students.

This learning agenda for our division is embedded in our Mission and Values, is inherent in the Mission and Values of Oregon State University, and supports the student success initiatives. The following key areas for learning in our division were derived from the work and learning of the Student Affairs Assessment Council.

The Division of Student Affairs is committed to continuing to learn and to foster learning in our various constituencies. The following key areas of learning provide common language and also common areas for learning outcomes assessment across the division. The particular learning outcomes that departments will emphasize may vary from department-to-department as they become operationally defined within each department or program. However, as we compile the work toward reaching these learning goals, we will be able to tell a more coherent story about the learning centered focus of the Division of Student Affairs.

Student Affairs Learning Goals

Effective communication

Effective communication embodies the ability to receive information, exchange ideas, present information, and convey messages in ways that are effective and appropriate to the situation and audience. This includes using suitable information sources, presentation formats, and technologies.

Healthy living

Making informed decisions and acting on those decisions that enhance both personal and community health defines healthy living. Further it includes promoting changes that create and support an environment that sustains and encourages healthy lifestyles.

Active Citizenship and Responsibility

Active citizenship and responsibility embodies effectively contributing in a variety of societal contexts at the macro and micro levels. It includes seizing opportunities to use knowledge, skill, and education to improve the well-being of self and others.

Interpersonal and Intrapersonal Competence

Interpersonal and intrapersonal competences involve both the effective management of personal/professional affairs and future development as well as the ability to collaborate, to develop and sustain meaningful relationships, to engage effectively in multicultural teams, and to live a satisfying life. It includes the myriad of skills, abilities, and knowledge necessary to flourish in a changing world.

Critical thinking and analytical skills

Critical thinking and analytical skills refer to the ability to use resources and prior learning to independently and accurately evaluate information and data from multiple perspectives. It also includes applying appropriate methods of inquiry, assessment of

the quality of evidence, integrity, and the effective use of knowledge to solve problems and/or to create plans that promote success.

Attitude of Inquiry

A life-long interest in learning, embracing possibilities, and being open to new ideas defines an attitude of inquiry. Practices such as asking questions, seeking information and making connections expands knowledge and skills that challenge perspectives, broaden horizons and foster the development of new questions and new learning.

Use of Departmental Learning Outcomes Related to the Student Affairs Division Learning Goals

In order to provide an explanation to departments and programs about how they can contribute to this learning effort, the following steps are provided:

1. Departments discuss and articulate learning outcomes for specific programs or areas within the department. This process is likely already happening as part of the assessment process.
2. Complete the Division Learning-Center Grid (provided at the end of this document). The department should determine which learning areas their learning outcomes relate to most and indicate that on the Grid.

For Example:

Student Affairs Goal Areas

- A. Effective Communication
- B. Interpersonal and Intrapersonal Competence
- C. Critical Thinking and Analytical Skills
- D. Healthy Living
- E. Active Citizenship and Responsibility
- F. Attitude of Inquiry

| Outcome -- EXAMPLES | Learning Goal Areas | | | | | |
|--|---------------------|---|---|---|---|---|
| | A | B | C | D | E | F |
| Registrar's Office | | | | | | |
| 1. Students will utilize the on-line Student Information System to access available courses and build their own schedule. | | X | | | | |
| Career Services | | | | | | |
| 1. Students will effectively organize and document their qualifications in their resumes submitted to employers. | X | | | | | |
| 2. Student workers will demonstrate good working habits (defined in a rubric). | | X | | | | |
| Student Health Services | | | | | | |
| 1. Peer Health Advocates will demonstrate effective presentation skills in one area of health. | X | | | | | |
| 2. Students who participate in the alcohol education program will make better choices about substance use than a matched sample. | | | | X | | |
| Student Involvement | | | | | | |
| 1. Students in student organizations will interact successfully with others who differ from them. | | | | | X | |
| 2. Student government leaders will generate solutions to problems based upon assessment of issues, information, and dialogue with multiple constituents. | | | X | | | |
| Student Affairs Research and Evaluation | | | | | | |

| | | | | | | | |
|--|--|--|--|--|--|--|---|
| 1. Assessment Council members will demonstrate increasing levels of knowledge about assessment which will be used to ask more sophisticated questions. | | | | | | | X |
| NCBI | | | | | | | |
| 1. Participants in workshops will become aware of issues of oppression and privilege which will challenge previously held beliefs. | | | | | | | X |

3. These departmental grids will be compiled in order to tell the Division of Student Affairs learning story.
4. After departments have collected data, analyzed, and reported upon this information in the annual assessment plan documents, the reports will be used to provide evidence of our involvement in learning as well as to allow us as a division to examine those areas in which we are working well and those areas in which we could better focus our learning efforts.

“It is essential for any organization, academic or not, to assess the extent to which individual work contributes to collective needs and priorities. No organization can function effectively as a collection of autonomous individuals in which everyone pursues personal priorities and the overall achievements consist, in essence, of a casual, non-optimal aggregate of activities. If universities are to have the resilience and adaptability they will need in the decades to come, they must find better ways to make individual faculty member’s work contribute to common organizational needs, priorities, and goals.” Ernest Lynton, 1998 (cited in Maki, 2004)