Student Affairs Assessment Council
Agenda and Minutes
July 9, 2003

Attendance: Gary Beach, Michelle Rosowsky, Pat Ketcham, Beth Dyer, Jo Frederic, Lisa Hoogesteger, Nita Phillips, Rebecca Sanderson

Announcements: Larry has agreed to bring in Marilee Bresciani for a workshop this fall. It will likely be sometime the last week of October. As soon as they set a date, we will be able to work on the agenda, arrangements, etc.

Michelle asked about how long Marilee would be at OSU and if it was possible for Academic Programs to maybe kick in some dollars so that she might be available to some faculty, etc. Rebecca said that she would talk with Larry and see what arrangements he was making. Michelle was going to talk with Bob to see about any funding.

Student Affairs Department Heads have been asked to include in their annual report: "The results of the unit assessment efforts. In this area please include, assessment instruments employed, description of data collection method, assessment outcome data, and actions to follow up on findings."

Mission/Goal Conversation-

Katie Wilson had sent Rebecca the results of a workshop on assessment that SI had conducted. These results were distributed to the group and some discussion followed. (see at end of minutes).

Ann Robinson from Student Media had sent Rebecca their Best Practices statement that each department had to give to Larry a year or two ago. She suggested that departments might want to use that as a starting point to think about their outcomes. Some at the table were unaware of these documents but those that were aware of them agreed that might be a good place to begin.

Common elements or outcomes that we want as an entire division

The group then began a discussion of ideas about how to come up with broad areas that each department had in common and that seemed like areas that student affairs departments all seemed to refer to in their mission statements. Jo Frederic distributed a preliminary list that she had worked on regarding common themes that emerged for her as she read the mission/goals statements that we had from departments. (see handout at end of minutes).

This led to looking at these areas in terms of a matrix with the four common theme areas on the horizontal side and those skills that contributed to the themes on the vertical side. The group began to brainstorm and talk about ideas for the vertical column.

Example of a matrix:

	Psycho-social development	*Intellectual development*	*Physical development*	*Career development*
Respect for differences				
Autonomy				
Sense of community				
Information literacy				
Problem-solving				
Personal accountability				
Time management				
Intellectual curiosity				
Selection of career/major				
Awareness of options				
Others??? Just began the brainstorming of this.				

The use of matrices was a bit of a new concept and the committee asked to have more information about how matrices could be laid out to see how theme areas could be looked at in relation to skills, behaviors, and then in terms of where we are "teaching" those skills, etc. From there, could also look at how to assess and how to report. Rebecca agreed to send members more information about the use of matrices in assessment planning.

In addition, it seemed that some of the skills, abilities, etc. for the theme areas might be found in the literature. Pat is going to send out some materials and others are going to start to look for skills that would lead one to believe that a student was developing in a psycho-social way, etc.

It is hoped that in this way, the group can come up with at least one or two questions that focus on the theme areas that each department could be asking in a consistent way that could then be reported back to the council for some sort of a division statement about outcome.

Next Meeting: July 23—10:30-noon Hawley Conference Room

Minutes reported by Rebecca.

Mission to Goals Conversion: (provided by Jo Frederic) The group used this as a jumping off place to begin to conceptualize those large areas that seemed common to all Student Affairs units.

Common Themes

Psycho-social Development
       Ethical behaviors
       Respect for others
       Appreciation for diversity. Understanding of communities and cultures different from one's own. Understand issues of oppression.
       Inclusive community
       Safe community
       Accountability
       Independence/personal empowerment
       Provide resources, support, and quality services

Intellectual Development
       Enhance student learning inside and outside of the classroom
       Encourage intellectual curiosity; a sense of the "lifelong learner."
       Provide resources, support, and quality services

Physical Development
       Develop and maintain healthy behaviors
       Provide resources, support, and quality services

Career Development
       Develop a plan for transitioning from the University to a career
       Find employment after graduation from OSU

These are the results of an assessment workshop that involved SI and a few others from different departments. The main question that was asked was:

What should a student be able to do as a result of being involved at OSU?

OUTCOME #1   Be civically engaged, posses a community oriented world-view and be able to contribute in a positive way to local and global community.
Group 1--Develop a community-oriented world-view and contribute in a positive way to their communities
Group 2--The student will be able to positively impact the local and global community.
Group 3--Human affairs and civic engagement

- Volunteer
- Civically engaged
- Politically active
- Build coalitions
- Follow
- Represent others
- Understand the political/historical implications of decisions of others
- Articulate a leadership philosophy
- Articulate community (local) issues
- Have a global/systems perspective
- Participate in community
- Be socially responsible
- Understand how culture affects perception
- Understand accessibility issues
- Respect other's opinions, thoughts and views
- Be accepting of others
- Understand cross-cultural communication issues
- Incorporate or learn from "life lessons"
- Give back to the community
- Celebrate successes
- Achieve career goals
- Help their community
- Respect others
- Run for office
- Interact with different communities
- Advocate for others
- Change the world
- Appreciate diversity

Emotional Growth--
- Mentor
- Advise
- Show empathy towards others
- Support work of others

Intercultural effectiveness—
- Collaborate and communicate with diverse groups/individuals
- Develop relationships that cross cultures

OUTCOME #2 Possess self-awareness and confidence to be self-aware and on a journey of personal growth. life long learning and leadership development
Possess self-awareness, confidence and personal development skills that to action and direction.
The student will be self-aware and on a journey of personal growth and life long learning.
Leadership/Life Development/Ethos

- Pass the torch
- Overcome failure
- Light the way
- Take risks
- Develop balanced life
- Be creative
- Take initiative
- Understand organizational politics
- Manage time
- Know values
- Articulate ideas
- Understand interdependence
- Take responsibility for your actions
- Make ethical choices/decisions
- Don't be afraid to admit faults
- Solve problems
- Plan and follow through
- Take chances
- Show initiative
- Don't be too serious
- Learn to ask for help
- Manage emotions
- Have fun
- Plan strategically
- Make difficult decisions
- Assess their actions
- Work independently
- Think critically
- Passion

Intellectual Growth
- Actively listen
- Problem solve
- Think Critically

OUTCOME #3 Have the interpersonal skills to be an effective group member and a positive influence on others and their communities.
Group 1--Understand the ability to be a positive influence on others and their communities
Group 2--The student will have the interpersonal skills to be an effective group member.

- Effective meeting participant

- Address and resolve conflict
- Hold each other accountable
- Collaborate
- Motivate others
- Make independent decisions
- Achieve balance in life
- Challenge others
- Advocate for him/herself and others
- Be a mentor
- Find their voice
- Speak in front of groups
- Accept change
- Share ideas
- Recruit other students
- Develop another leader

Small group effectiveness—
- Clarify and implement organizational goals
- Design outcome based evaluations
- Lead a meeting
- Lead a group
- Advise group

OUTCOME #4   Develop the interpersonal communication, group process abilities and skills to successfully compete for and perform in the job of their choice.
Group 1--Have excellent interpersonal communication, group process and marketable professional skills
Group 2--The student will have developed the skills to successfully compete for and perform in the job "world" of their choice.

- Learn job seeking strategies
- Interview successfully
- Ability to speak in front of a group
- Organize and lead meetings
- Type notes/minutes
- Appropriately delegate and follow up
- Create an agenda or program
- Professional communication skills
- Have computer literacy relative to job market
- Phone etiquette
- Cook
- Manage space
- Manage teams
- Manage time
- Develop and manage a budget
- Achieve financial independence
- How to <u>act</u> in an organization
- Resolve conflict
- Deal with conflict or failure

- Manage group process
- Learn to listen to what others say
- Develop positive working relationships
- Facilitate discussions and meetings
- Work as a member of a team
- Responsibility and follow through
- Plan an event

Job Skills—
- Recruit talent
- Legally terminate an employee
- Apply principles of personal financial management
- Design a staff performance plan
- Professional correspondence
- Articulate how their experiences relate/apply beyond campus
- Negotiate a raise
- Technological literacy
- Effectively use internet resources
- Increase skills in areas of personal interest
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Effective communication--
- Analyze audience needs/interests
- Persuade others
- Teach others
- Speak effectively before a group

**Italicized subsections are from Group 3