Develop students’ skills for success

1. Team, Dimension and Objectives
Students who engage in learning opportunities to develop as T-shaped professionals are more likely to be successful contributors in their future careers and communities. The Division of Student Affairs is at the forefront of the strategic efforts to create an educational environment leading to on-time graduation of students who have developed skills and expertise in a specific field as well as the ability to collaborate and apply knowledge across disciplines with experts in other areas.

- **Objective 3.1:** Establish and market recognized pathways for the development of professional competencies through experimental and learning opportunities.

- **Objective 3.2:** Collaborate with University partners to provide students with methods for the demonstration, evaluation, and articulation of professional competencies.

- **Objective 3.3:** Collaborate with University partners to provide students with clear policies, practices, and programs that support on-time graduation.

2. Membership

**Co-Chairs:** Heath Boice-Pardee, *Associate Vice President*
Kerry Foxx, *Center for Leadership & Civic Engagement*

**Members:**
Jodi Boita, *Assessment, Technology and Communications*
Dan Hickey, *Academic Support Center*
Darci Lane-Williams, *Center for Women & Gender*
Carrie McDowell, *International Student Services*
Amanda Metzger, *Center for Orientation & Transition*
Tarra Ognissanti, *Center for Residence Life*
Colette Shaw, *Student Conduct & Conflict Resolution*
3. 5-Year Vision Statement

Objective 3.1 & 3.2: Units across the division will employ a consistent framework and language related to student competencies as well as offer high-impact opportunities for students to demonstrate, evaluate, and articulate their learning. We will map programs, based on their competency-related learning objectives, so that students can “author” their journey through our programs and services based, in part, on what they want to learn.

Objective 3.3: Collaborate with University partners to provide students with clear policies, practices, and programs that support on-time graduation.

4. Metrics

Metric 1: Adoption by student affairs departments of a consistent framework and language of student competencies. (Objective 3.1)

Metric 2: Student Affairs departments increase their offerings of high-impact opportunities for students to demonstrate, evaluate and articulate their competencies. (Objective 3.2)

Metric 3: Substantial decrease in the number of Divisional policies and practices which hinder on-time graduation, while increasing the number of policies and practices that promote on-time graduation. (Objective 3.3)

5. Year 1 Summary of Activities with Associated Outcomes and/or Measures

The Develop team made progress towards our goals this year including the development of metrics for each objective.

Objectives 3.1 & 3.2: In general, the “T-Shaped” sub-committee worked hard to educate ourselves about the “T” with two primary goals in mind: to become well-versed in the theories and practices of the “T” as well as assessment/evaluation practices of the “T”.

i. Jodi Boita, Heath Boice-Pardee, and Kerry Foxx attended the T-Summit in Washington, D.C.
ii. Members of the team attended two lectures hosted by the University-wide “Tiger Team”. These lectures featured presentations by Debra Humphries from the AAC&U as well as BOT member and IBM executive Susan Puglia.

iii. The team conducted a comprehensive literature review that included, for example, Humans are Underrated by Geoff Colvin.

The team has now moved into the assessment/evaluation phase; and, this work will carry us through year 2. The goal of this phase is to gain some empirical data related to current perceptions across the division about the competencies that students learn through existing programs and services as well as the opportunities that our programs and services give students for critical reflection and demonstration of that learning.

- We have started working with Jennifer Maltby on the development of an evaluative tool for this environmental scan. The frame for the tool has been created and is being vetted by the sub-committee.

- We have started working on a roll-out plan for the evaluative tool as well. The goal is to roll-out the tool in Fall 2016 with responses due from all units early-Spring 2017.

The sub-committee also eagerly anticipates the “list” of competencies currently under development by the University-wide “Tiger Team”.

Objectives 3.3: Members of the “On-Time Graduation” sub-committee met with each Associate Vice President in the division to discuss policies, practices, and programs within student affairs that have an impact on on-time graduation.

The group compiled an initial list of policies, practices, and programs based on AVP interviews, as well as divisional written materials, websites, etc.

Once this list is fully developed and vetted by division leadership, the sub-committee will begin the task of “rating” policies, practices, and programs that “hinder, neutral, and promote” on-time graduation.
6. Baseline Data for Metrics from Year 1 (if available)

- **Objectives 3.1 and 3.2**: No data to report.
- **Objective 3.3**: No data to report.

7. Year 2 plan (detailed)

   **Objectives 3.1 and 3.2**: In year 2, the sub-committee will roll-out the evaluative tool previously mentioned. We are currently working on the roll-out plan. Units will have several months to complete the tool. Responses will be analyzed and categorized by the team.

   Once we have completed our internal scan and received the list from the university-level team, we will begin working with units to shift language where appropriate for consistency as well as to identify with units opportunities for creating or enhancing students’ opportunities to demonstrate learning.

   **Objective 3.3**: In year 2, the sub-committee will complete and refine a division “dashboard” for policies, practices, and programs that impact on-time graduaction.

8. Year 3-5 plan (overview/high level)

   **Objectives 3.1 and 3.2**: We are fairly confident that there will be a great deal of education required in order to move divisional units towards consistency with regard to a framework and language related to competencies. In years 3 through 5, we hope to develop a series of educational/training programs designed to ensure that units have some common understanding in this area. Additionally, this is when the team will begin to identify promising practices (e.g. technology) for mapping programs and service based on their competency-related learning objectives for student consumption. Students who return from co-op and review their work evaluation could, in theory, make use of this technology solution to identify the divisional programs and services that align with their learning needs.
Objective 3.3: As the team monitors the division dashboard for policies, practices, and programs that impact on-time graduation, the group will begin working with departments to identify ways to change any policy, practice, and program that hinder or are neutral toward on-time graduation.