THE TEAM

Team Co-Chairs
Heath Boice-Pardee, Associate Vice President
Kerry Foxx, Director of the Center for Leadership and Civic Engagement

Membership (noting T-shape or OTG subcommittee)
Bethany Dragert, Spectrum Support Program (T-shape)
Dan Hickey, Academic Support Center (OTG)
Tim Keady, Student Health (OTG)
Inge Meffert, Academic Support Center (T-shape)
Amanda Metzger, Center or Leadership and Civic Engagement (T-shape)
Tarra Ognissanti, Center for Residence Life (T-shape)
Carrie McDowell, International Student Services (left position in November) (OTG)
Sarah Pavia, Center for Campus Life (T-shape)
Hannah Ramsey, New Student Orientation (OTG)
Colette Shaw, Center for Student Conduct (OTG)
William St. Jean, Center for Campus Life (T-shape)
Alyshia Zurlick, Center for Campus Life (T-shape)

THE PLAN

Dimension

Develop students’ skills for success

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.

Objectives
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.

5-year vision statement
Objectives 3.1 & 3.2: Units across the division will employ a consistent framework and language related to student competencies rooted in the 3Cs as well as offer high-impact opportunities for students to demonstrate, evaluate, and articulate their learning.

Objective 3.3: Units across the division will substantially decrease the number of Divisional policies, practices, and programs which hinder, while increasing the number that promote, on-time graduation (OTG).

Metrics and outcomes statements
Adoption of student affairs departments of a consistent framework and language of student competencies: collaboration, critical thinking, and communication. (Objective 3.1)

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

- 100% of student employees in the Division will receive a performance appraisal that includes a self-reflection on competencies and job responsibilities by 2020.
- 100% of RSO (representative student organization) and Student Government E Board members will have at least 1 formal opportunity, annually, to discuss their learning with an advisor that includes a self-reflection on competencies and position responsibilities by 2020.

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)

- Fewer than x% of total policies, programs, and practices will hinder OTG.
- X% of neutral policies, programs, and practices that can/should make movement will make positive movement to the category of “promote.”
- At least x% of total policies, practices, and programs will promote OTG.

ACTIVITY AND RESULTS

Year 2 summary of activities and the related impact
In general, the “T-Shaped” sub-committee’s primary deliverables were related to the execution of a process designed to evaluate the “current state” of competency-based education in the division. To that end, we

1. Finalized construction of the evaluative tool and associated instructions;
2. Presented to divisional leadership about the team’s work generally, the evaluative tool, and associated unit-level expectations;
3. Solicited staff to serve as departmental delegates to support their units’ completion of the evaluative tool and achieved 100% representation; and,
4. Delivered two training sessions for departmental delegates achieving 100% attendance;
5. Executed a plan-of-work related to encourage submissions of the evaluative tool by units in the Division resulting in 100% participation;
6. Analyzed the data from the evaluative tool for the purposes of outlining future steps in collaboration with divisional assessment manager;
7. Developed outcomes related to the adoption of common language, the evaluation of student employees, as well as the creation of opportunities for the executive boards in selected student organizations to have an opportunity to discuss their learning; and,
8. Prepared for and delivered a presentation at division-wide meeting.

Regarding Objective 3.3, the “OTG” sub-committee worked with each department across the division and:
1. Discussed policies, practices, and programs that promote, are neutral, or hinder on-time graduation.
2. Identified and collected baseline data on the policies, practices, and programs that promote, are neutral, or hinder on-time graduation.
3. Developed a comprehensive preliminary “OTG” dashboard documenting the current state of policies, practices, and programs in relation to OTG.

**Metrics plan and results from year 2** (Outcomes, Benchmark, and Actual)

Objective 3.1: No metrics to report.
Objective 3.2: No metrics to report.
Objective 3.3: No metrics to report.

**FUTURE DIRECTION**

Year 3 plan (include strategies and data collection plans)

OBJECTIVE 3.1:
- Create division-wide learning opportunities related to the “T” at least once-annually between now and 2020.
- Recognize and promote best practices in the division, related to competency-based learning and evaluation, at least four times annually.
- Develop marketing plan and strategy to keep the language relevant in collaboration with Assessment, Technology, and Communication.

OBJECTIVE 3.2
- Student Employees
  - Create guidelines that govern and a reporting process and structure for the evaluation of student employees.
  - House the responsibility for ensuring compliance with the guidelines in an appropriate administrative unit.
Construct an array of tools that units can use (and adapt) for the evaluation of student staff.

Highlight best practices in units with large numbers of student employees on an appropriate platform.

Offer roundtables for stakeholders facilitated by individuals or departments identified as employing best practices related to the evaluation of large numbers of student employees.

Representative Student Organizations and Student Government

Create guidelines, in collaboration with the Center for Campus Life, for the advisor’s handbook that outlines expectations for advisors related to these competency-based learning discussions.

Construct an array of tools that advisors can use (and adapt) for these discussions.

**OBJECTIVE 3.3**

- Refine OTG Dashboard
  - Continue to work with departments to confirm accuracy of the placement of policies, practices, and programs within the OTG dashboard.
  - For each department, identify which policies, practices, and programs can be positively moved toward promoting on-time graduation.
  - Enhance OTG spreadsheet to allow percent change calculations for each policy, practice, and program.
  - Work with each department to advise on national practices that may support positive movement within the OTG dashboard.

**Year 4-5 plan** (overview/high level)

**OBJECTIVES 3.1 AND 3.2**

Moving into years 4 and 5, we will continue to monitor progress towards our goal of having 100% of student employees evaluated and 100% of RSO and Student Government e-boards discussing their learning. There will also be continued efforts to integrate the competency language into the day-to-day life of the Division through marketing, highlighting best practices, and offering robust learning opportunities for staff.

**OBJECTIVE 3.3**

In years 4 and 5, we will continue to work with departments sharing ideas, practices, and strategies that promote on-time graduation. Additionally, we will continually monitor and update the OTG dashboard to reflect new and discontinued policies, practices, and programs with the goal of making positive movement toward promoting on-time graduation.