**“Infusing Action into the   
Strategic Plan for OHIO’s   
Division of Student Affairs”**

December 7, 2017

December 11, 2017

December 15, 2017

Ohio University

Athens, Ohio

**Designed by:**

Renea Morris

**Table of Contents**

Design for Meetings ………………......................................................................3

Retention and Persistence Session Participants…………………….……4

Retention and Persistence Top Ideas………...…………………………….…5

Retention and Persistence Key Results…………………………………....…7

Diversity and Inclusion Session Participants………………………………9

Diversity and Inclusion Top Ideas………........……………………….……...10

Diversity and Inclusion Key Results……………………………….………...13

Student Learning Outcomes Session Participants………..…….…......15

Student Learning Outcomes Top Ideas………...………………....…….....16

Student Learning Outcomes Key Results……………………………...…..19

Infusing Action Into the Strategic Plan for   
OHIO’s Division of Student Affairs

**Permission Meter 8**

**Objective: To engage all students in meaningful programs, services and activities to increase retention and graduation rates**

**Background**

**Overall Purpose   
of Each Session**

**Purpose of   
Today’s Session**

The DOSA Strategic Planning Team began a 15-month process in 2017 that will culminate in March 2018

The final plan will determine the work of the DOSA and empower its employees to realize their impact at OHIO

To develop KRs and consensus around each of the three strategic plan themes

To discover ways to engage all OHIO students in order to increase retention and graduation rates

To create, measure, and strengthen a set of common learning outcomes across all DOSA departments

**Non-Purpose of Each Session**

To fit every DOSA employee into every action plan

To be constrained by budgets or staffing

**DIVERSITY AND INCLUSION**

How will the DOSA hold itself accountable to its equity and social justice framework?

**DIVERSITY AND INCLUSION**

List some ways to ensure that an equity and social justice framework is embedded in the day-to-day habits of the DOSA

**DIVERSITY AND INCLUSION**

What are the components for developing a framework for equity and social justice?

**DIVERSITY AND INCLUSION**

What words would you use to describe a group that values equity and social justice?

**STUDENT LEARNING OUTCOMES**

How will the DOSA be held accountable for these learning outcomes?

**STUDENT LEARNING OUTCOMES**

What learning outcomes could be common across DOSA?

**Objective: To create, measure and improve upon common student learning outcomesacross   
DOSA departments**

**Timeframe**

**Person Accountable**

**Department Responsible**

**How We Will Measure It**

**Key Result**

**Key Results (KRs)**

**In five years, we will [insert objective] as measured by this set of KRs**

*Mission NEW!*

We care. We empower students. We foster community. We make OHIO stronger.

*Vision NEW!*

Every student at OHIO realizes their potential and makes a difference.

*Values*

Community

Character

Civility

Citizenship

Commitment

*Strategic Planning Objective Themes*

Retention and Persistence

Student Learning Outcomes

Diversity and Inclusion

The DOSA will use the OKRs (Objectives and Key Results) method to drive focus, alignment, and engagement throughout the Division

**Objective: To ensure that a framework of equity and social justice is embedded into our day-to-day work**

**RETENTION AND PERSISTENCE**

Describe initiatives that will influence student retention and graduation rates positively.

**RETENTION AND PERSISTENCE**

What are the components of meaningful student programs, services, and activities?

To develop behaviors that will ensure equity and social justice becomes commonplace; and embedded into the daily work of the DOSA

To focus on the next step of vetting with the larger Division and partners across the institution

**Top**

**Ideas**

**Department Listing**

**Retention and Persistence Session - December 7, 2017**

**1:00 pm to 4:00 pm**

**HRTC 141/145**

*The OHIO Division of Student Affairs will work to engage all students in meaningful programs, services and activities to increase retention and graduation rates.*

Members of the Compression Planning Team:

* Gwyn Scott, AVP for Culinary and Bobcat Depot
* Char Kopchick, Assistant Dean for Campus Involvement
* Dusty Kilgour, Executive Director of Baker and Event Services
* Jeremy Miller, Resident Director *not present*
* April Crabtree, Business Manager, Campus Recreation
* Nino Bradley, Resident Director
* Tim Epley, Business Manager, Event Services
* Brian Heilmeier, Sr. Asst. Dir., Campus Involvement Center *not present*
* Rich Neumann, Director of Culinary Services

**Facilitators:**

Mark Krumel

Gabrielle Johnston

Sarah Lack

**“Top Ideas”**

**Retention and Persistence Session - December 7, 2017**

*The OHIO Division of Student Affairs will work to engage all students in meaningful programs, services and activities to increase retention and graduation rates.*

**“The RETENTION AND PERSISTENCE Group met and determined these following ideas would best serve their stated purpose to engage all students in meaningful programs, services, and activities to increase retention and graduation rates.”**

**Top answers to “What are the components of meaningful student programs, services and activities” –**

1. Engaging, educational, and experiential (6 dots)
   * Stretching ideas and perceptions (3 dots)
   * Inclusive (relating to demographics) and available to all programming and services (3 dots)
   * Compliments academic goals (2 dots)
2. Community building (students building and connecting with students (4 dots)

Other responses:

1. Program meets a community need.
2. Value (monetary)
3. Core values
4. Accessible (time and location based); offered at capacity, when students are available
5. Foster partnerships to drive promotion and participation
6. Provide a safe space
7. Make data driven
8. Offering viable options
9. Provide a program that reaches multiple constituencies
10. FUN!
11. Involves students in the planning
12. Return on investment (time, space, money)
13. Offering multiple options
14. Empowering
15. Must have a purpose
16. Identifying underserved populations
17. Measurable
18. Meeting students’ needs
19. Intentional
20. Focused on well being (physical and mental)
21. Services offered to allow student to build their network
22. Cost benefit/financially viable

**Top answers to “Describe initiatives that will influence student retention and graduation rates positively”—**

1. Overarching OHIO Basic Needs (5 dots)
2. Student employment (3 dots)
   * Student leadership training and micro-credentialing (2 dots)
3. Personal connectivity and availability (3 dots)
   * Set expectations for academic advisors to identify/connect with non-engaged students

Other responses:

1. Collect data (exit survey/customer satisfaction surveys) at all times
2. Opportunity for cross educational sharing of DOSA departments
3. BSO
4. Student involvement in organizations; facilitating advisor support check-ins
5. Crisis response to enable comprehensive student support/ Identify the individual in crisis
6. Survivor Advocacy Program/knowing and understanding their resources and how to contact those resources
7. Training: Alcohol Edu (students); Bridges (staff)
8. Message from top leadership to students and families
9. CLDC programs (major/career counseling for undecided students)
10. Offering office services beyond 5 pm (smart facility hours)
11. Bobcat to Bobcat (system for RAs to connect with residents 2-3 times a semester)

**Key Results**

In five years, the DOSA will **engage all students in meaningful programs, services and activities to increase retention and graduation rates** as measured by this set of **key results**:

COMPONENTS OF MEANINGFUL STUDENT PROGRAMS, SERVICES, AND ACTIVITIES:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key Result** | **How we will measure it** | **Department Responsible** | **Person Accountable** | **Timeframe** |
| Ensure that the components identified (engaging, educational, experiential, community building) are part of student programs, services and activities | Identify key target audiences and develop an evaluation tool to determine in yearly programming “checks the boxes” for each of these audiences.  Identify programming gaps with other entities across campus and fill these gaps in subsequent years. | Event Services | Tim Epley | Year 1: Establish baseline  Years 2-5: Ongoing measurement comparing against baseline |
| Develop programs/services that help students build community and feel connected | Identify metrics  Determine that these methods benefit retention  Benchmark Year 1  Evaluate in following years.  Develop ways to enrich current or add new programs/ services | Campus Involvement Center | Char Kopchick (or designee)  Mark Ferguson (or designee) | Benchmark: Year 1  Years 2-5: Follow up each year |
| Build engaging, educational and experiential programs/services that stretch student ideas and perceptions | Set a baseline: Take an inventory of current programs and services  Develop ways to enrich current or add new programs/services | Housing and Residential Life  Office of the Dean of Students | Pete Trentecoste (or designee)  Chad Barnhardt or Jenny Hall-Jones (or designee) | Set baseline/inventory (Year 1)  Add/enrich (Years 2-5) |

**Key Results**

In five years, the DOSA will **engage all students in meaningful programs, services and activities to increase retention and graduation rates** as measured by this set of **key results**:

INITIATIVES THAT INFLUENCE STUDENT RETENTION AND GRADUATION RATES POSITIVELY:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Key Result** | | **How we will measure it** | **Department Responsible** | **Person Accountable** | **Timeframe** |
| Initiatives that influence student retention and graduation rates positively | Review employee growth based on performance management; evaluate year after year | | Career and Leadership Development Center | Imants | Year 1: Baseline  Years 2-5: Show growth through annual evaluations |
| Standards for personal connectivity and availability | Standards are developed | | Vice President’s Office | Jason Pina (or designee) | Department standards are developed in 1-5 years |
| Bolster/support OHIO Basic Needs Initiative | Make sure all components of OHIO Basic Needs are available year-round | | Office of the Dean of Students | Jenny Hall-Jones (or designee) | ALWAYS AND FOREVER |

**Diversity and Inclusion Session - December 11, 2017**

**1:00 pm to 4:00 pm**

**HRTC 141/145**

*The OHIO Division of Student Affairs will ensure that a framework of equity and social justice is embedded into our day-to-day work.*

Members of the Compression Planning Team:

* Nicole Schneider, Vice President of Student Senate
* Elizabeth Stermer, GA for the Dean of Students’ Office
* Dennis Washington, General Manager, Boyd Market District
* Kendra Lutes, GA for the Career and Leadership Development Center
* Fred Weiner, Director of Counseling and Psychological Services
* Martha Compton, Director of Community Standards
* Kim Castor, Director of Survivor Advocacy
* Pete Trentacoste, Executive Director Housing and Residence Life
* Kerri Griffin, Assistant Director of Equal Opportunity and Accessibility

**Facilitators:**

Mark Krumel

Gabrielle Johnston

Sarah Lack

**“Top Ideas”**

**Diversity and Inclusion Session - December 11, 2017**

*The OHIO Division of Student Affairs will ensure that a framework of equity and social justice is embedded into our day-to-day work.*

**“The DIVERSITY AND INCLUSION Group met and determined these following ideas would best serve their stated purpose to ensure that a framework of equity and social justice is embedded in our day-to-day work.”**

**Top answers to “What words would you use to describe a group that values equity and social justice” –**

1. Aware (self-knowledge, broad awareness) (7 dots)
2. Continuous learning and un-learning (7 dots)
3. Equal opportunities (6 dots)
4. Every represented (races, religions, identities…) (4 dots)
5. Role-modeling (3 dots)

Other responses:

1. Challenging self and others (2 dots)
2. Ethical (1 dot)
3. Fairness (1 dot)
4. Re-dressing systemic issues (1 dot)
5. Voice (1 dot)
6. Compassionate (1 dot)
7. Continuing quest to break down barriers
8. Multiple truths (not one size fits all)
9. Empathy
10. Scholarship
11. Avoid generalizing
12. Having people be seen and accepted for who they are
13. Take others (be taken) seriously. (People matter)
14. Diverse
15. Advocacy (use privilege)
16. Question implicit bias

**Top answers to “What are the components for developing a framework for equity and social justice?” –**

1. Define social justice, equity and other pertinent terms within DOSA (5 dots)
2. Communicating expectation (5 dots)
3. Recognizing divisional diversity, different entry points (5 dots)
4. Continuous (re) evaluation (4 dots)

Other responses:

1. Championing social justice (not settling for complacency) (4 dots)
2. Flexibility (w/self to learn, un-learn; with others) (3 dots)
3. Being non-judgmental (3 dots)
4. Teamwork (2 dots)
5. Mindfulness (How it may/may not reflect social justice) (1 dot)
6. Knowledge of best practices (1 dot)
7. Avoiding stereotypes (1 dot)
8. Self-care (1 dot)
9. Patience
10. Diversity of thought
11. Grace
12. Not a one-size fits all
13. Do unto others…
14. Awareness
15. Respect and comfort to challenge others

**Top answers to “List some ways to ensure that an equity and social justice framework is embedded in the day-to-day habits of the DOSA” –**

1. Staff?: Invest resources (and encourage) (6 dots)
2. Embedded in every aspect of hiring process and performance (5 dots)
3. Collaborate and develop/nurture/(in)formalize partnerships (3 dots)

Other responses:

1. Embedded in performance evaluation (formalized) (2 dots)
2. Provide staff to oversee (2 dots)
3. Accountability (2 dots)
4. Climate assessment (1 dot)
5. Create behaviorally specific expectations (1 dot)
6. Transparency with actions and plans (1 dot)
7. Elevate the lived experiences (1 dot)
8. Assessment of each office and their environments and practices (1 dot)
9. $ (ID and commit funds (1 dot)
10. Add in to all job descriptions (1 dot)
11. Take action
12. Elevate all voices—try to hear everyone (create a platform)
13. Create training and orientation for undergrad employees
14. Develop measures of success
15. Continuous (re) evaluation (define these data) of needs and efforts
16. Training opportunities (ex. like Bobcats who care train the trainer)
17. Support and understanding from leadership
18. GA in-services
19. Mentorship
20. Retreat (Remember the GA’s!)

**Top answers to “How will the DOSA hold itself accountable to its equity and social justice framework?” –**  
People and divisions:

1. Growth/improvement plans (6 dots)
2. Analysis of where we’re at right now; what actions are we using right now (5 dots)
   * Develop standards to measure against in the future (unit specific) (4 dots)
3. Transparency—commitment to report out to community (4 dots)

Other responses:

1. Accountability partner program (People and/or departments) (2 dots)
2. Departmental review/audits (2 dots)
3. Benchmark against similar institutions (1 dot)
4. Articulate priorities in language people can understand (1 dot)
5. Solicit external feedback from other departments at OHIO (1 dot)
6. Performance reviews (1 dot)
7. Pre-assessment of individuals entry points
8. Revisit definitions (Do we measure up?)

**Key Results**

In five years, the DOSA *will ensure that a framework of equity and social justice is embedded into its day-to-day work*as measured by this set of **key results**:

COMPONENTS FOR DEVELOPING A FRAMEWORK FOR EQUITY AND SOCIAL JUSTICE:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key Result** | **How we will measure it** | **Department Responsible** | **Person Accountable** | **Timeframe** |
| Develop OHIO’s definitions for terms related to equity and social justice | Definitions are developed, vetted, and approved | Office of the Dean of Students  Vice President’s Office | Martha Compton | Completed by March 2018 |

WAYS TO ENSURE THAT AN EQUITY AND SOCIAL JUSTICE FRAMEWORK IS EMBEDDED IN DAY-TO-DAY HABITS:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key Result** | **How we will measure it** | **Department Responsible** | **Person Accountable** | **Timeframe** |
| Based on assessment, identify needs and appropriately invest human and financial resources (people, time, and money) | Identify and allocate resources.  Conduct a holistic assessment to determine impact (output/input) on measured factors | Vice President’s Office | Jason Pina (or designee) | After baseline is developed form assessment (Year 1) and evaluate/assess annually years 2-5 |
| Advancing social justice and equity through hiring and performance management | How many systems/processes implemented in hiring and performance management | Vice President’s Office | Megan Vogel and/or Mark F. | Year 1: Develop/ Implement  Years 2-5: Continuous Evaluation |

HOW THE DOSA WILL HOLD ITSELF ACCOUNTABLE TO ITS EQUITY AND SOCIAL JUSTICE FRAMEWORK:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key Result** | **How we will measure it** | **Department Responsible** | **Person Accountable** | **Timeframe** |
| Develop a continuous improvement and assessment process | Process is developed and evaluated regularly | Vice President’s Office | Jason Pina (or designee) | Year 1: Develop plan/process and establish baseline  Years 2-5: Continuous measurement and analysis |
| Foster partnerships with campus and community stakeholders | Assess based on the following:   * Resource sharing * Buy-in * Collaboration and visible cooperation | Office of Dean of Students | Patti McSteen | Year 1: Gap analysis and identify partners  Years 2-5: Continuous evaluation/  Assessment |
| Develop and implement growth and improvement plans for individuals and departments | Using annual assessment | Office of Dean of Students | Martha C/ Meagan V | Year 2: By this time, plans developed and start to be implemented |
| Develop a plan to communicate progress, tools, outcomes, materials, etc. to DOSA, OHIO and greater community (Be transparent in all initiatives.) | Plan in completed | Vice President’s Office | Monica Chapman  Tasha Dean | First plan is developed during Year 1 and will continue annually |

**DOSA Learning Outcomes Session – December 15, 2017**

**9:00 am – 12:00 pm**

**Tupper Hall 204**

*The OHIO Division of Student Affairs will create, measure and improve upon common student learning outcomes across departments.*

Members of the Compression Planning Team:

* Todd Myers, Professor and Chair, Engineering Technology and Management
* Jim Sand, Assistant Director of Residence Life
* Dana Wright, Administrative Specialist, Housing and Residence Life
* Imants Jaunarajs, Assistant Dean for Career and Leadership Development
* Megan Vogel, Special Assistant to the VP, Director of Resource Administration
* Mark Ferguson, Executive Director of Campus Recreation
* Patti McSteen, Associate Dean and Director of the Margaret Boyd Scholars
* Kassandra Mullins, GA in Housing and Residence Life

**Facilitators:**

Renea Morris

Mark Krumel

David Urano

**“Top Ideas”**

**DOSA Learning Outcomes Session – December 15, 2017**

*The OHIO Division of Student Affairs will create, measure and improve upon common student learning outcomes across departments.*

**The DOSA LEARNING OUTCOMES Group met and gained consensus on eight high level competencies—Intercultural Competency, Team Development, Innovation, Adaptability, Self-Awareness, Problem Solving, Interpersonal Communication, and Well Being. The group discussed pros and cons of adopting them across the DOSA:**

**TEAM DEVELOPMENT**

**Pros:**

* Helps students work well with others
* Helps students translate their academic experience beyond OHIO
* Conflict resolution
* Learning how to be a good team player; understanding the different roles people play on a team.
* Focused effort towards goals together
* Experiential education
* Students with differing communication and learning styles, and from a variety of socio-economic status learn how to work together, meet a goal and be effective.
* Builds confidence

Cons:

* Some students may not be engaged on a team or be aware of their team affiliation

**INTERCULTURAL COMPETENCY**

Pros:

* Ability to effectively interact with entire OHIO community
* Absolute necessity given increasing diversity of our country
* This is a president and DOSA priority
* Enables one to break barriers and be empathetic to others unlike oneself
* Most of our students are from “majority” populations; this will help expose them to social justice issues.
* Positive impact on the DOSA, the University and the Athens community
* Can influence enrollment, by showing that we care
* Encourages one-on-one friendly conversations
* Empowers students to make a difference
* Builds confidence

Cons:

* May be contrary to enrollment management
* Not easy

**PROBLEM SOLVING**

Pros:

* This is the basis of education: to learn and grow; think critically
* It’s a portable skill
* Builds resiliency
* It’s good publicity for the institution (showing innovation and problem solving)
* Helps one get to the root cause of issues
* Supports a systematic/systems approach to solving a problem
* Builds confidence

Cons:

* Using a Band-Aid approach and not finding the root cause

**INNOVATION**

Pros:

* Teaches/challenges students to “think out of the box” to develop their own new ideas
* Important not to just generate ideas but also to implement them
* Important due to the changing nature of the world
* Encourages risk-taking; to come forward with a new idea
* Sets up an opportunity for failure to be ok
* Builds confidence

Cons:

* Subjective and hard to define
* Difficult to be truly innovative

**SELF-AWARENESS**

*The group saw some overlap between this competency and Intercultural Competency*

Pros:

* Important to be ward our your own identities
* Knowing our personality traits and strengths
* Helps with decision-making
* Provides the tools so that students can use them/reflect on them when they are ready
* Able to identify own role in problems/solutions
* Enables person to have better interaction with others (can impact decision-making)
* Builds confidence

Cons:

* Difficult to measure

**ADAPTABILITY**

Pros:

* Helping our students further develop resiliency and grit to overcome obstacles and failures
* Temper responses in good, bad, and uncomfortable situations
* Resiliency, psychological hardiness, grit, and adaptability = well being
* Helps to change pre-conceived ideas
* Demonstrates our support for students; how we help them
* Helps one recognize when change is needed
* Supports the ability to survive and thrive in the future world
* Builds confidence

Cons:

* How can we help students develop this?

**INTERPERSONAL COMMUNICATION**

Pros:

* Demonstrates empathy and vulnerability
* Requires listening
* Entails acknowledging and learning different ways of communicating with others
* Communicating with each pathway/system and with age, gender, culture
* Builds confidence

Cons:

* Technology gets in the way of verbal face-to-face communication

**WELL BEING**

Pros:

* Understanding the complexity of well being
* Understanding the impact on their lives
* Supports the management of stress in a healthy way
* There’s a lifelong importance
* Involves mental health
* Builds confidence

Cons:

* Too broad (must be better defined)
* A portion of our student population uses alcohol or other drugs to deal with stress

The group developed the following **key results** to gain consensus and implement the eight competencies across the DOSA over the next five years:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key Result** | **How we will measure it** | **Department Responsible** | **Person Accountable** | **Timeframe** |
| Educate to be sure:   * The DOSA knows what they are * To gain buy-in * Everyone knows how they were developed | The number of professional staff that receive the information (Division staff meeting)  The number of communications distributed (emails, newsletter, staff meetings) | Career & Leadership Development Center  Vice President’s Office | Megan/Imants | March 2018 and Ongoing |
| Conduct an audit to determine:   * What is already being done? * How do these competencies fit within departments | Benchmark current efforts and perform gap analysis | Office of the Dean of Students | Jenny | July 1, 2018 |
| Review what’s been done and plan for the next year | Number of departments that submit learning outcomes | Vice President’s Office | Megan | August 1, 2018 |
| Test fit by encouraging departments to determine specific learning outcomes can be created to support these competencies | Number of departments that submit learning outcomes (specific to their work) | Vice President’s Office | Jason | November 2018 (Before Thanksgiving) |
| Departments develop key results to achieve their specific learning outcomes | Number of departments that submit learning outcomes key results | Vice President’s Office | Jason/Jenny | February 1, 2019 |
| Measure all Learning Outcomes | Number of departments that submit an effective assessment plan | Office of the Dean of Students  Vice President’s Office | Jenny/Jason | November 2019 (Before Thanksgiving) |
| Close loop; improve/update Continuous improvement cycle | Number of departments that submit updated assessment and improvement plans | Office of the Dean of Students  Vice President’s Office | Jenny/ Jason | January 2, 2020 |