

## STUDENT AFFAIRS INTEGRATION:

USING DIVISION-WIDE GOALS TO FOSTER  
INTER-DEPARTMENTAL COLLABORATION

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### Learning Outcomes

Participants will be able to:

- Identify a process for developing a cross-departmental team approach to planning and assessment within a division of student affairs.
- Identify a model for horizontal coordination of assessment that can focus data collection and reporting in areas that are most important to division-wide priorities
- Identify factors to consider when developing a model for other institutional contexts.

## Outline

- Context
- Model Development
- Successes
- Challenges
- Current Steps
- General Principles

## The Context

### Clemson University

#### Division of Student Affairs

- Public, land-grant university
- 16,000 undergraduates,  
4,000 graduates

## The Context: Departments

- Campus Activities & Events
- Campus Recreation
- Dean of Students
- Fire & EMS
- Center for Student Life
- Housing & Dining
- Career & Professional Development
- Municipal Court
- New Student & Family Programs
- Community & Ethical Standards
- Parking & Transportation Services
- Police Department
- Publications
- Student Affairs Business Office
- Student Health Center

## The Process: Vision

- New vice-president in mid-2006 led development of new vision & mission in line with university mission and objectives.
- **VISION:** *Student Affairs will provide an exemplary, comprehensive and integrated student life curriculum, resulting in the nation's most engaged, satisfied, and successful student body.*

## The Process: Mission

- **MISSION:** Clemson Division of Student Affairs creates **supportive environments** and **innovative opportunities for student learning**. We promote individual student excellence, invite collaboration and discovery, and challenge students to take responsibility as members of a diverse, global community.

## The Process: Goal Development

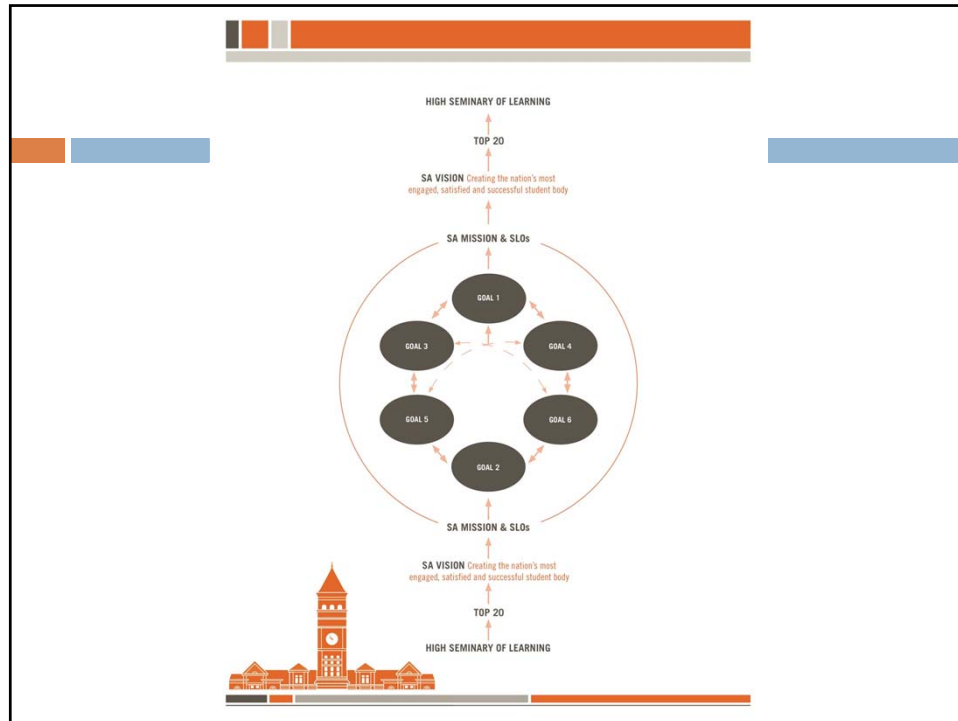
- Spring 2007 discussion about strategic goals to move toward vision & mission.
- Year-long, iterative process involving:
  - ▣ all division staff
  - ▣ student leaders
  - ▣ president & trustees
- Six goals, each with 4-6 objectives.

## The Goals

1. Increase undergraduate student retention and engagement
2. Promote graduate student satisfaction & success
3. Prepare all students to interact successfully and meaningfully with people from diverse identities

## The Goals

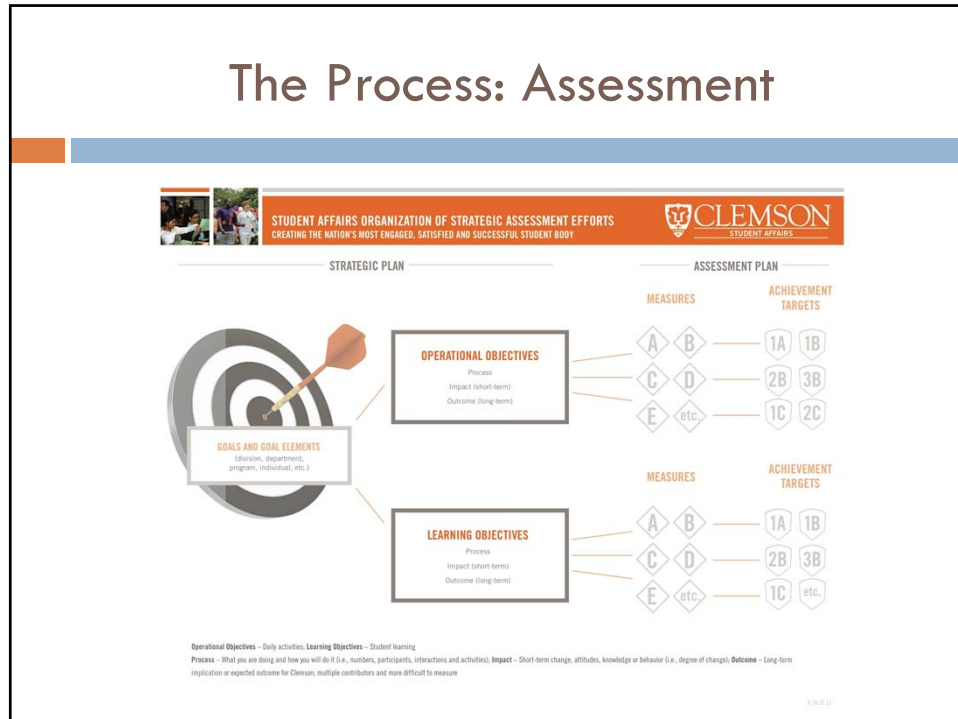
4. Develop students as ethical leaders & agents of positive change
5. Provide services & facilities that enrich the student experience
6. Ensure a healthy & safe campus for all members of the Clemson community



## Goal Teams

- Steering group assigned to each goal.
- Developed spring 2009.
- Multi-department representation on each team.
- Initially led by an associate VP or executive director.
- Current: Staff leader & Champion

## The Process: Assessment



## The Process: Assessment

- Teams identified measures.
  - ▣ Survey data
  - ▣ Program assessment
  - ▣ Tracked in central spreadsheet per goal
- Departments report assessment data related to each goal

## Report Template

Goal#	Goal Area	Data Source	Reporting Department
<b>G1</b>	<b>Goal 1: Increase undergraduate student retention and engagement</b>	<b>Data Source</b>	<b>Reporting Department</b>
<b>G1.1</b>	<b>Student Adjustment to the University and College Life</b>		
G1.1	International Student Orientation: 260 new international students participated in this program aimed at helping international students get acclimated to both US and campus life. 212 students responded to a post-event survey (response rate 76%). 89% of respondents moderately/strongly agreed that they learned more about the Gantt Center for Student Life and Student Affairs programs as a result of the orientation (compared to 87% in 2010).	Post-Orientation Survey	Gantt Center for Student Life
G1.1	97% or 546 out of 559 students in BUS 101 and CU 101 were able to list at least 2 work values after participating in the Michelin Career Center presentation.	Post-Event Index Card Response	Michelin Career Center
G1.1	1183 unique students came for drop-ins this semester and were sent the Drop-In Satisfaction Survey. 181 students responded to the survey for a return rate of 15%. Of these respondents, 86.7% (157) indicated they were satisfied (81-44.7%) or very satisfied (76-42%) with the experience.	Redfern Patient Satisfaction Survey	Redfern Health Services
<b>G1.2</b>	<b>Student Involvement in Campus Activities</b>		
G1.2.1	Food Day Event: 90% (n=10) of booth sponsors reported being moderately to extremely satisfied with the Food Day event.	Post-Food Day Survey	Healthy Campus
G1.2.2	Food Day Event: 94% (n=36) of participants surveyed agreed that, "as a result of participation in Food Day, I am more likely to read and pay attention to the nutritional information on the food I purchase."	Post-Food Day Survey	Healthy Campus
G1.2.3	Food Day Event: 100% (n=36) of participants surveyed agreed that, "as a result of participation in Food Day, I am more likely to support restaurants on campus and dining halls that provide more real* food." (*real as defined by the Food Day Event educational materials).	Post-Food Day Survey	Healthy Campus
<b>G1.3</b>	<b>Active, Collaborative, And Experiential Learning Both In and Outside the Classroom</b>		
G1.3			
<b>G1.4</b>	<b>Retention Rates to the University and Other Statistical Measures of Academic Success</b>		
G1.4			

## Synthesis & Reporting

- Departmental reports consolidated into a single file.
  - ▣ Goal Teams summarize progress.
- Conclusions inform Dashboard report to Board of Trustees.
- Status reports to the Division.



## What Has Worked Well

- Stimulated division-wide discussion about shared goals.
- Opportunity for cross-departmental interaction.
- Provides a focal point for data collection and reporting.

## What Has Worked Well

- Created common language for assessment & quality improvement.
- Mechanism for developing staff capacity for conducting assessment.

## What Has Worked Well

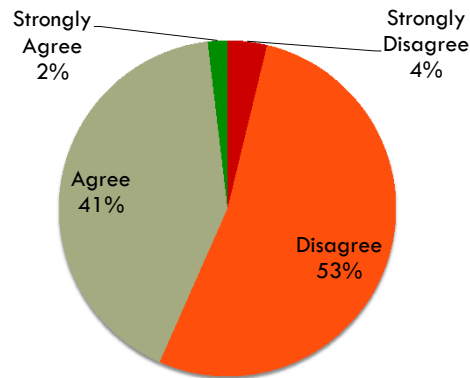
- Initiatives that emerged from this:
  - Comprehensive review of services for and communication with graduate students.
  - Division-wide framework for assessing student employee learning.

## Challenges: Goal Teams

- Factors that have limited potential to advance improvement:
  - Emphasis on reporting over action
  - Role ambiguity relative to departments
  - Common element to the prior two items:  
limited role for staff involvement
  - Missing, indirect, or infrequent measures
  - Missing framework for overall success

## Challenges: Goal Teams

The role of Goal Teams is clear.

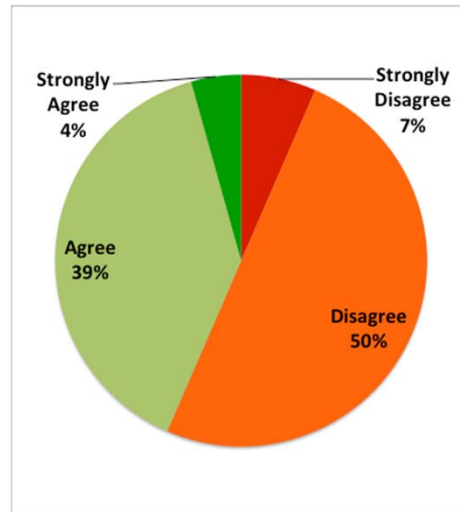


## Challenges: Goal Teams

- Open-ended descriptions of Goal Team role
  - ▣ Described the intended role of the goal teams, but questioned enactment.
  - ▣ Role in moving objectives forward less clear.
  - ▣ Role clearer for Goal Team members, but skepticism about broader division understanding.

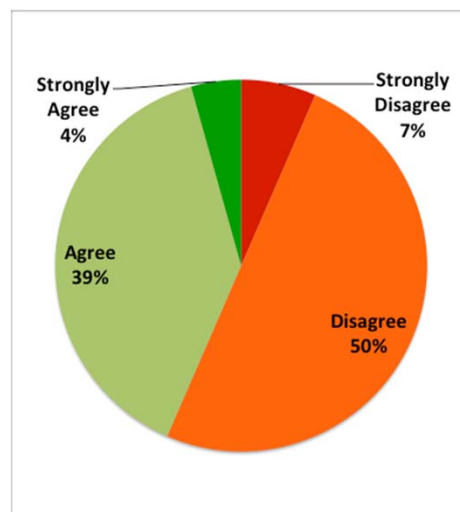
## Challenges: Departments

- Expectations are clear for which Goal-related data to report?



## Challenges: Departments

- Processes for reporting Goal-related data to report are clear?



## Challenges: Departments

- Multiple assessment/planning frameworks
  - University Road Map
  - Division Goals
  - Departmental Goals
  - New Student Life Curriculum soon
- Lack of coordination with other reporting processes (WEAVE)

## Next Steps

- Evaluating overlapping and unique aspects of division goals & curriculum
  - Operational & learning elements
  - Dialogue between Goal Teams and Curriculum Task Force
- Improve individual success measures
- Develop coordinating framework for key performance indicators

## Transferable Principles

- Executive support is critical
- Broad, shared responsibility for developing objectives & framework
- Rewards & funding decisions not solely based on short-term success
  - ▣ Demonstrated evidence of quality improvement process.

## Transferable Principles

- Regular, public discussion of results & action plans with key constituents
  - ▣ Division staff
  - ▣ Students
  - ▣ University leadership
- **EMPOWER TEAMS FOR ACTION!**
  - ▣ Explicit role in planning process
    - Departmental & Divisional

## Contact Information



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