

Student Affairs Task Force Interim Report 2
November 12, 2018

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First-Year Experience Report – See the Interim Reports for the Student Success Task Force	

Vision, Mission, Values Interim Task Force Report

Task Force:	Student Affairs Task Force
Committee:	Vision-Mission-Values Action Team
Committee Chair(s):	Gardiner Tucker & Becky Broghammer
Date:	11.11.18

Please provide a brief update on your committee's progress by responding to the four questions below.

1. What are the issues/questions your committee worked on during the reporting period?

- What values define student affairs at UNC? What are the current values of the institution? What do students' value?
- Who are our students? Descriptions that define them. Using a combination of UNC and national data/trends, identify the primary issues defining UNC students.
- What vision fits Student Affairs at UNC and our students?

2. What data or other information have you used (numbered or bulleted list is fine)?

- UNC published values
- Generation Z Goes to College (2016) by Seemiller & Grace
- Reviewed data submitted by Tobias
- Strategic Planning for Nonprofit Organizations, Allison & Kaye
- Strategic Planning Kit, Olsen

3. What action steps are planned for the next reporting period?

- Define the values list, operationalizing each value.
- Writing final mission statement drafts.
- Write final vision statement drafts.

4. What recommendations, if any, have been determined to date?

We have narrowed the values down:

Reduced Values List:

Intellectual Freedom	Transparency
Integrity	Learning
Inclusion	Identity
Equity	Balance
Well-Being	Caring
Belonging	

Outcomes List:

Career Readiness	Leadership
Social Justice	Social Mission

Transformation	Social Mobility
Education	Community
Outcomes Oriented	

5. Please provide any additional information or comments.

We are preparing the final drafts for review.

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Inventory and Organizational Structure Interim Task Force Report

Task Force:	Student Affairs
Committee:	Inventory and Organizational Structure
Committee Chair(s):	Evan Welch and Larry Loften
Date:	11/12/18

Please provide a brief update on your committee's progress by responding to the four questions below.

1. What are the issues/questions your committee worked on during the reporting period?

The committee created a Qualtrics survey utilizing the Models of Student Affairs Practice Inventory and asked the entire SA Task Force to complete the survey (Kathleen, Kinzie, Schuh). Task Force members were asked to complete the survey by answering "what characteristics do you *believe should apply* to the new student affairs division?" Tabulating the responses resulted in three models being identified (Ethic of Care, Seamless Learning, and Academic-Student Affairs Collaboration).

Task force members were then divided up into three teams, assigned one of the SA models, and given cards with each of the 71 potential areas that could be part of Student Affairs. Each group then sorted the cards by:

1. Areas all agreed should be considered for SA at UNC
2. Areas that all agreed are not appropriate for SA at UNC
3. Areas the currently do not exist (formally) at UNC and should be considered
4. Areas that might fit in Student Affairs

Once groups identified sorted SA offices/functions they clustered the offices/functions into units/clusters and started to create organizational charts based on the model.

2. What data or other information have you used (numbered or bulleted list is fine)?

1. UNC Organizational Charts
2. Structure and Design SA Orgs – Chapter
3. Org and Admin Models within SA – Chapter
4. Org Structures and Functions – Chapter
5. Framing SA Practice – Chapter
6. CSAO Executive Summary
7. Student Affairs Models and Critical Issues in Higher Education
8. Roles and Responsibilities
9. Kathleen, Kinzie, Schuh Inventory responses (Ethic of Care, Seamless Learning & Academic Student Affairs Collaboration)

3. What action steps are planned for the next reporting period?

- | |
|--|
| 1. Task Force steering committee will review the proto-org charts
2. Steering committee will create three updated org charts for review |
|--|

4. What recommendations, if any, have been determined to date?

TBD -

5. Please provide any additional information or comments.

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Student Data Analysis Interim Task Force Report

Task Force:	Student Affairs Task Force
Committee:	Student Data Action Team
Committee Chair(s):	Jenna Finley
Date:	11.12.18

Please provide a brief update on your committee's progress by responding to the four questions below.

1. What are the issues/questions your committee worked on during the reporting period?

An initial review of data related to student demographic information, reasons for departure, early adjustment to UNC, health and conduct data, and characteristics of Generation Z, the group met to discuss the following:

- What is emerging from the data each individual committee member reviewed?
- What are the intersections between the data sets reviewed to date?
- What additional data is needed?
- What are the theories, research, best practices that we need to investigate in the literature that address the gaps we are finding in the data to increase student success?
*Student success is defined as not only graduating, but graduating with competencies for career readiness.

2. What data or other information have you used (numbered or bulleted list is fine)?

Data Sets:

- CIRP New Freshman Survey
- Stayers & Leavers Report
- Fall 2016 Climate Survey
- Alumni Survey
- Student Conduct Data
- Student of Concern Report Data
- College Senior Survey
- Map Works Survey
- UNC Fact Book
- Transfer Intelligence Portfolio
- CDHE Remediation Report
- CDHE Transfer Summary
- Undergraduate Exit Form Data
- Health Survey

Books & Articles:

- Selingo, J. J. (2018). The new generation of students. *The Chronicle of Higher Education*.
- Selingo, J.J. (2018). Here's what today's students want from college. *The Chronicle of Higher Education*.
- *Generation Z Goes to College* (Corey Seemiller & Megan Grace)
- *New Approach to Mental Health* (Nance Roy)

- *Tailoring Admissions* (Matthew Krov)
- *Classroom* (Vickie Cook)
- *NACE Competencies*
- Cavanagh research around the pedagogy of relationships and care for the individual
- Rendón theory of validation
- Tito's revised theory which suggests that persistence is contingent on the student's incorporation into the university environment

3. What action steps are planned for the next reporting period?

- Determine what additional data is needed to make recommendations for strategies to improve student success
- Continue to review both UNC data and national research regarding best practices
- Refine data, theory, and research based upon themes that emerge from other task groups
- Find and discuss intersections in various data reports and the literature on best practices to improve student success
- Begin to write recommendations for strategies to serve UNC students as 21st century students and improve student success

4. What recommendations, if any, have been determined to date?

We are in the process of writing recommendations for priorities for the Division of Student Affairs that will support student learning and success in the 21st Century.

5. Please provide any additional information or comments.

We see the intersections between the work our group is doing with the other sub-committees. Our work will be informed by the information that is emerging from the other groups.

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Career Readiness Interim Task Force Report

Task Force:	Student Service
Committee:	Career Competencies
Committee Chair(s):	Chris Cobb and Crystal Smith
Date:	11/12/2018

Please provide a brief update on your committee's progress by responding to the four questions below.

1. What are the issues/questions your committee worked on during the reporting period?

- What if instead of having a four year Academic Plan and a four year Student Affairs Plan, we create one four year plan with the connecting pieces being Career Readiness Badges?
- What are we already doing on campus that can be part of the Badging System?
- After mapping the work that we do what is missing or what work is being duplicated?
- If we invested in a Badging System how customizable would it be and who would be involved in maintaining the system?
- Can this be a campus wide initiative with the endorsement of leadership?
- How can we recommend implementation (stages)?
- What is the data showing about Badging Systems and student retention?

2. What data or other information have you used (numbered or bulleted list is fine)?

- Lagemann, E. C. (2012). What is College For? The public purpose of higher education. New York, NY: Teachers College Press
- University of Northern Colorado Office of Development and Alumni Relations. (2018) [Interactive Flow Diagram of Alumni Academic College and Reported Occupational Industry January 30, 2018]. Retrieved from: <https://public.tableau.com/profile/carrick.davis#!/vizhome/SankeyTestJan30/Dashboard1>
- University of Northern Colorado, Office of University Assessment. (2015). [The First Year Experience Infographic 2015].
- Data from 2015 CIRP Survey. Retrieved from: <https://www.unco.edu/assessment/pdf/first-year-infograph.pdf>
- United States Department of Labor. (2017). [Unemployment rates and earnings by educational attainment]. Retrieved from: <https://www.bls.gov/emp/chart-unemployment-earnings-education.htm>
- The Future of Work, How Colleges Can Prepare Students for the Jobs Ahead
- Dr. Phil Gardner, at Michigan State University's Collegiate Employment Research Institute T-Shaped Professional
- National Association of Colleges and Employers, Career Readiness Defined
- UNC's Institutional Learning Outcomes
- EAB's 5 Most Important Soft Skills (August 15, 2018)
- Fulfilling the American Dream: Liberal Education and the Future of Work
- UNC Institutional Learning Outcomes
- University of Maine, Engaged Black Bear Program - <https://umaine.edu/engagedblackbear/>
- <https://www.binghamton.edu/ccpd/students/passport/>

- Digital Badging Product: <https://info.credly.com/about-us>
- Building 'Soft' Skills
http://images.results.chronicle.com/Web/TheChronicleofHigherEducation/%7B67059e91-d559-41e5-8f8f-79eac0a32208%7D_BuildingSoftSkills_ResearchBrief_Pearson_v4.pdf

3. What action steps are planned for the next reporting period?

- Determine how to best collaborate with the Active Learning Sub Committee (Should we combine to form one group and create one recommendation?).
- Continue to map the work happening within Student Affairs that aligns with Career Readiness.
- Explore Badging Systems (external or internal). Schedule Credly demo.
- Design recommendations for the planning, process, and assessment of a Digital Badging System focused on Career Readiness.

4. What recommendations, if any, have been determined to date?

- We are very interested in creating an institution wide Digital Badging Initiative with NACE Career Readiness as the foundation.

5. Please provide any additional information or comments.

There are additional resources within this folder that give more information. See Appendices.

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Equity Minded Strategies Interim Task Force Report

Task Force:	Student Affairs Task Force
Committee:	Equity Minded Strategies Action Committee
Committee Chair(s):	Dr. Tobias Guzmán & Stephen Loveless
Date:	November 12, 2018

Please provide a brief update on your committee's progress by responding to the four questions below.

1. What are the issues/questions your committee worked on during the reporting period?

The committee has worked on issues related to synthesizing data from national organizations, aspirational institutions, and campus climate data to best inform recommendations for equity minded strategies in the new division of student affairs.

Key questions that the committee worked on during the reporting period include:

What data from research and national organizations would be useful to understand how to infuse equity minded strategies into a new Division of Student Affairs?

How can aspirational institutions data be applied to either new or existing structures within possible student affairs units?

2. What data or other information have you used (numbered or bulleted list is fine)?

- The University of Maryland Virtual Colloquium-Race on Campus
- The University of Northern Colorado Campus Climate Survey
- NASPA Equity & Diversity publications
- ACPA Equity, Inclusion & Diversity publications
- Information from the following institutions Student Affairs equity statements or departments:
 - University of Maryland
 - University of Oregon
 - University of Minnesota
 - University of Nebraska Lincoln
 - University South Dakota
 - University of Southern California
 - De Anza Community College
 - University of California Santa Cruz
 - University of California San Jose
 - Mount Holyoke College
 - Emerson College
 - San Diego Mesa College

3. What action steps are planned for the next reporting period?

The committee has finalized our data collection process and has created a presentation for the Student Affairs task force. The feedback received from this presentation will guide next steps in the creation of an equity statement and resource hub.














4. What recommendations, if any, have been determined to date?

1.) Infusing equity within the mission, vision, and values of the new Division of Student Affairs.
2.) Creation of an equity statement specifically to guide practice for the new division.
3.) Creation of an equity and inclusion resource hub that will allow professionals direct resources to connecting equity and inclusion to learning outcomes, programs, and research to ensure that our practices around equity remain dynamic and flexible while still staying centered by our equity statement.

5. Please provide any additional information or comments.

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Career Readiness Appendix 1: UNC ILOs and Career Readiness
Career Readiness Appendix 2: A Framework to Unify Student Affairs at UNC

UNC Institutional Learning Outcomes	Critical Thinking Problem Solving	Oral/Written Communications	Teamwork Collaboration	Digital Technology	Leadership	Professionalism Work Ethic	Career Management	Global Intercultural Fluency
Mastering Foundational Skills a) Describe how knowledge is discovered in various fields of study. b) Apply critical thinking to analyze, integrate, and evaluate information. c) Apply ethical principles to evaluate and make decisions. d) Make informed decisions using numeric and scientific information. e) Express ideas through multiple media and modes of communication.								
Strengthening Interactions with Others a) Develop the capacity to understand and interact effectively with others whose identities, beliefs, behaviors, and values differ from their own. b) Demonstrate teamwork skills that enable collaboration. c) Develop and sustain mutually beneficial relationships. d) Demonstrate the capacity to engage in civic, social, and political responsibilities.								
Connecting Ideas and Experiences a) Apply multidisciplinary perspectives to gain new insights into issues and concepts. b) Describe issues from diverse cultural, socioeconomic, geographic, and global perspectives. c) Evaluate the social, economic, political, and environmental consequences of individual and group actions. d) Connect experiences in and out of the classroom.								

UNC Institutional Learning Outcomes	Critical Thinking Problem Solving	Oral/Written Communications	Teamwork Collaboration	Digital Technology	Leadership	Professionalism Work Ethic	Career Management	Global Intercultural Fluency
Developing Professional Competence a) Use the tools, terminology, and methods related to their program of study. b) Apply the standards and practices of their major or program of study.	★	★				★	★	
Engaging in Healthy Behaviors a) Describe factors that impact the health and wellness of individuals and their communities. b) Reflect critically on their own personal growth. c) Demonstrate practices that promote health and well-being.	★	★			★		★	

National Association of Colleges and Employers: Career Readiness Competencies

- **Critical Thinking/Problem Solving:** Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.
- **Oral/Written Communications:** Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.
- **Teamwork/Collaboration:** Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team structure, and can negotiate and manage conflict.
- **Digital Technology:** Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. The individual demonstrates effective adaptability to new and emerging technologies.
- **Leadership:** Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.
- **Professionalism/Work Ethic:** Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.
- **Career Management:** Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.
- **Global/Intercultural Fluency:** Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates, openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences.



A Framework to Unify Student Affairs at UNC: A Career Readiness Approach

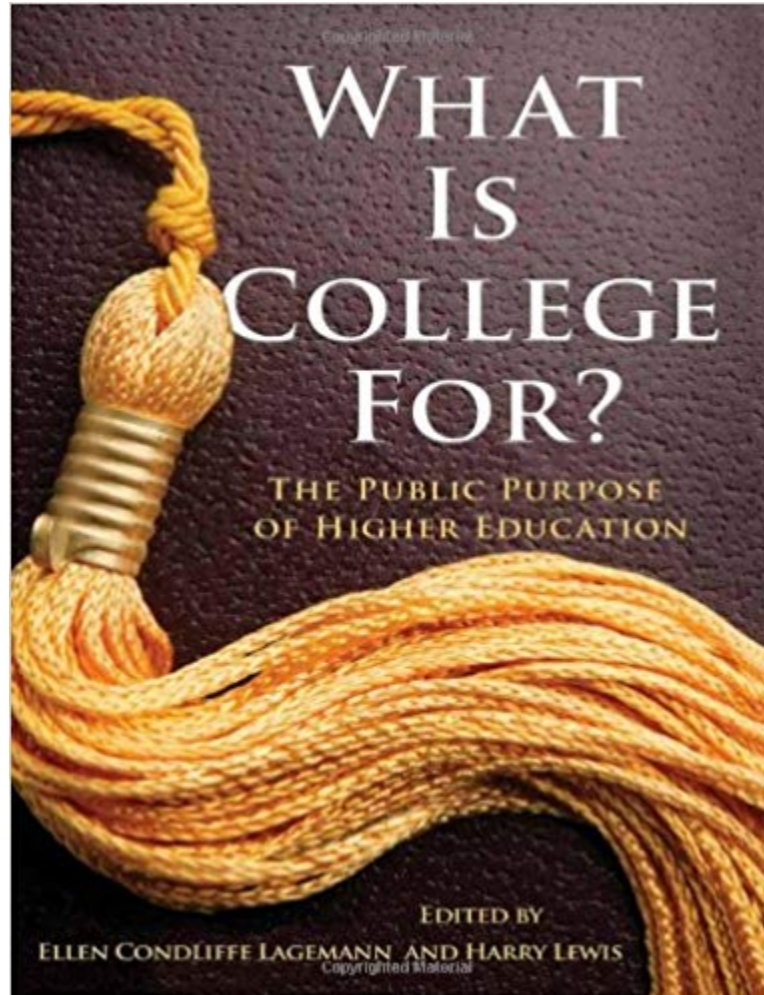
Renée Welch, Director of Career Services
and the Career Readiness Working Group

UNC



Why?

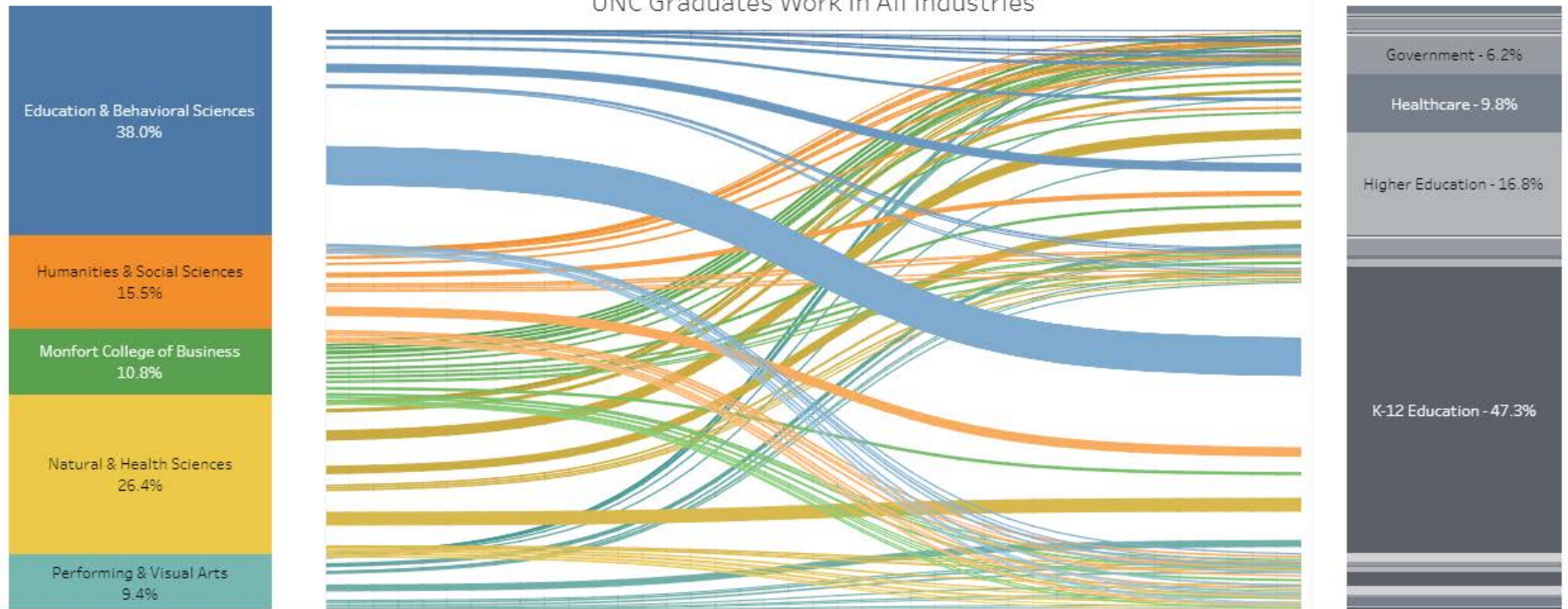
UNC students deserve to graduate in a timely fashion and be ready to live lives filled with meaning and purpose.



Lagemann, E. C. (2012). *What is College For? The public purpose of higher education*. New York, NY: Teachers College Press



UNC Graduates Work In All Industries



University of Northern Colorado Office of Development and Alumni Relations. (2018) [Interactive Flow Diagram of Alumni Academic College and Reported Occupational Industry January 30, 2018]. Retrieved from: <https://public.tableau.com/profile/carrick.davis#!/vizhome/SankeyTestJan30/Dashboard1>



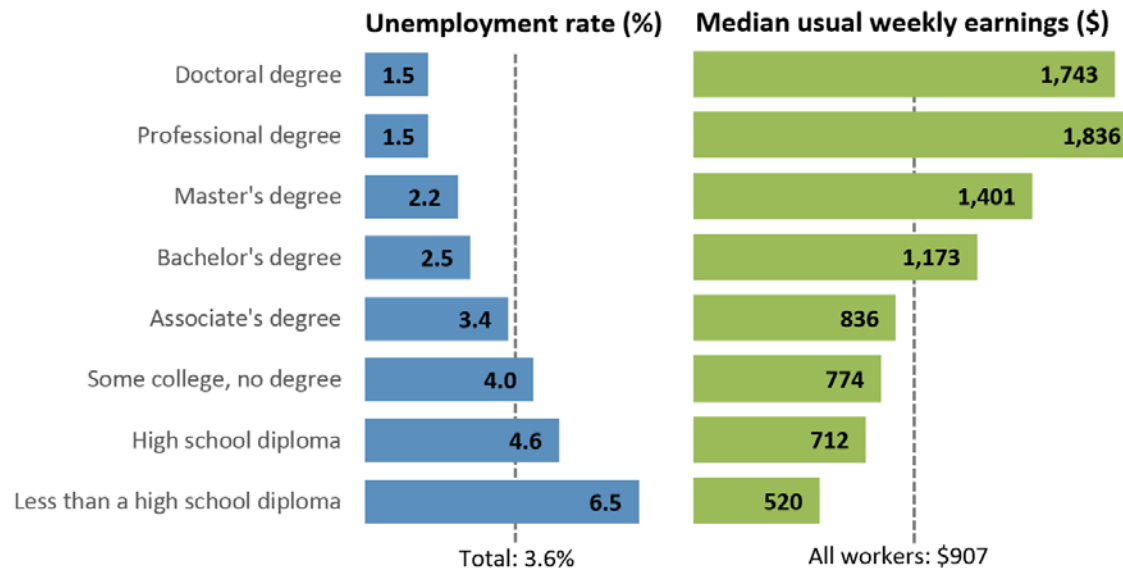
UNC Students Attend UNC in order to:

- Get training for a specific career
- To learn more about things that interest them
- To be able to get a better job



The Value of a Bachelor's Degree

Unemployment rates and earnings by educational attainment, 2017



Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.

Source: U.S. Bureau of Labor Statistics, Current Population Survey.

United States Department of Labor . (2017). [Unemployment rates and earnings by educational attainment]. Retrieved from: <https://www.bls.gov/emp/chart-unemployment-earnings-education.htm>



A Unique Opportunity

- Dr. Feinstein has articulated that UNC has an opportunity to distinguish ourselves as unique

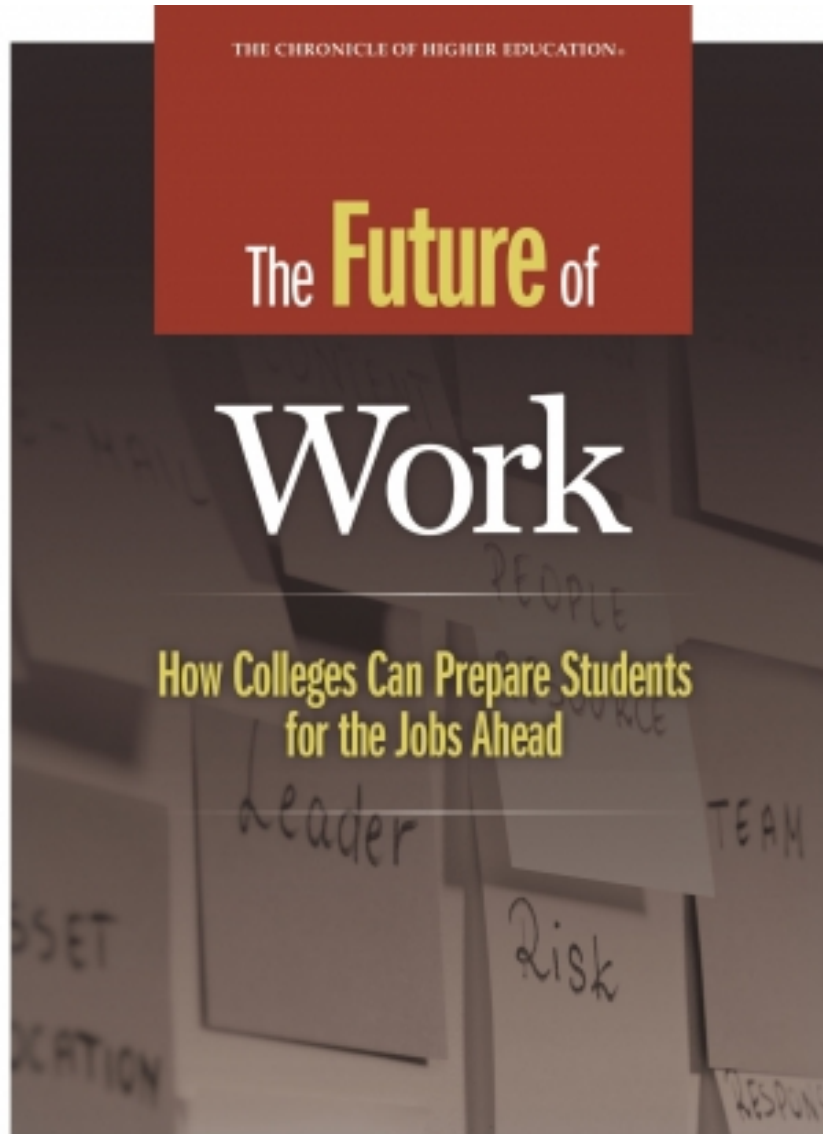


THE CHRONICLE OF HIGHER EDUCATION®

The **Future** of

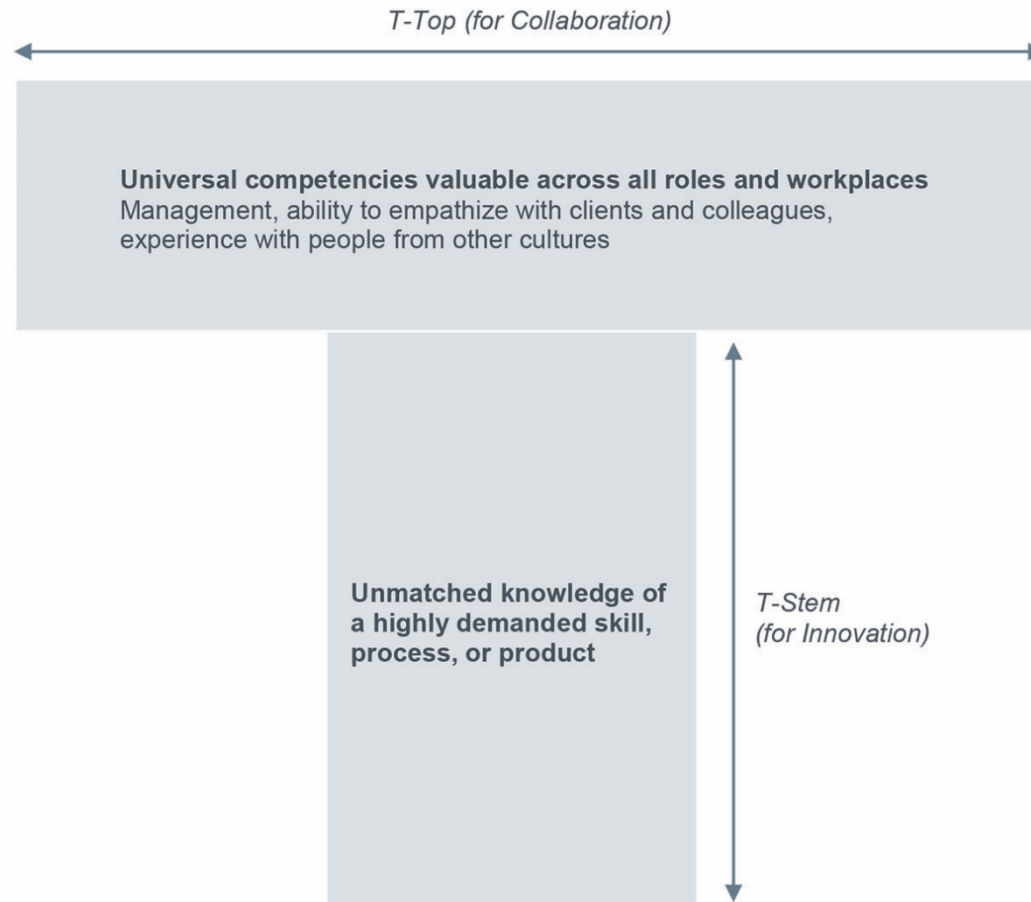
Work

**How Colleges Can Prepare Students
for the Jobs Ahead**





Creating T-Shaped Graduates





Career Readiness

- National Association of Colleges and Employers, Career Readiness Defined
- UNC's Institutional Learning Outcomes
- EAB's 5 Most Important Soft Skills (August 15, 2018)
- Fulfilling the American Dream: Liberal Education and the Future of Work



Career Readiness for the New College Graduate by the National Association of Colleges and Employers

- Critical Thinking/Problem Solving
- Oral/Written Communication
- Teamwork/Collaboration
- Information Technology Application
- Leadership
- Professionalism/Work Ethic
- Career Management
- Global/Intercultural Fluency



UNC Institutional Learning Outcomes	Critical Thinking Problem Solving	Oral/Written Communications	Teamwork Collaboration	Digital Technology	Leadership	Professionalism Work Ethic	Career Management	Global Intercultural Fluency
Mastering Foundational Skills a) Describe how knowledge is discovered in various fields of study. b) Apply critical thinking to analyze, integrate, and evaluate information. c) Apply ethical principles to evaluate and make decisions. d) Make informed decisions using numeric and scientific information. e) Express ideas through multiple media and modes of communication.	★	★		★		★		
Strengthening Interactions with Others a) Develop the capacity to understand and interact effectively with others whose identities, beliefs, behaviors, and values differ from their own. b) Demonstrate teamwork skills that enable collaboration. c) Develop and sustain mutually beneficial relationships. d) Demonstrate the capacity to engage in civic, social, and political responsibilities.	★	★	★		★			★
Connecting Ideas and Experiences a) Apply multidisciplinary perspectives to gain new insights into issues and concepts. b) Describe issues from diverse cultural, socioeconomic, geographic, and global perspectives. c) Evaluate the social, economic, political, and environmental consequences of individual and group actions. d) Connect experiences in and out of the classroom.	★	★					★	★



Academic Affairs

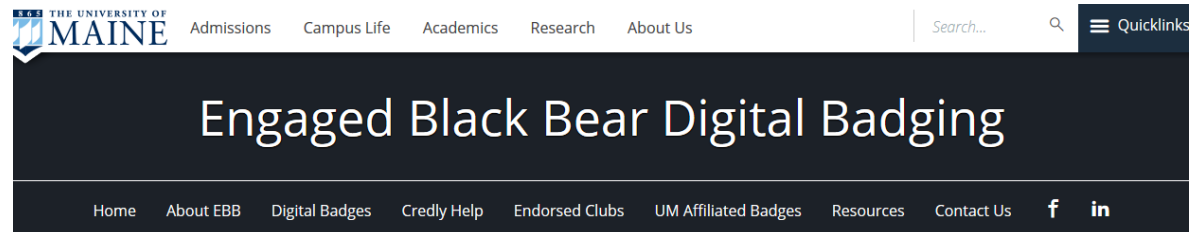
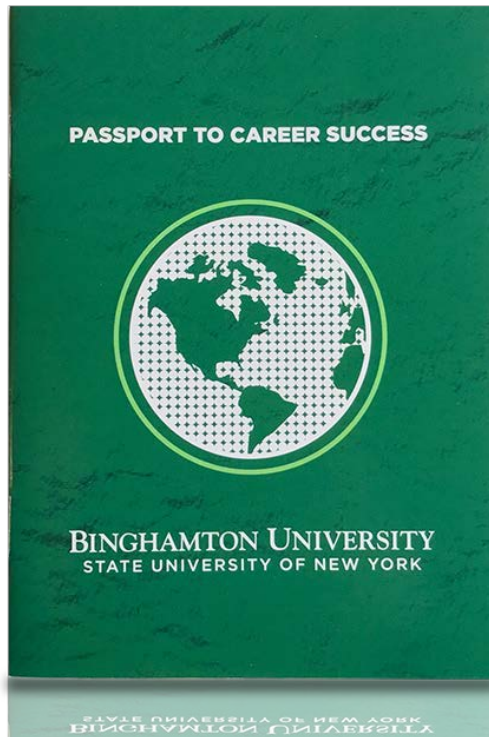


Student Affairs





What other institutions are doing.



[4-H STEM AMBASSADORS](#)

Earners engage with youth in the community to lead STEM activities and work with community



[CAREER READY](#)

Earners learn about career development and how to further engage in such opportunities to prepare



[DIRIGO LEADERSHIP](#)

Earners become involved in leadership activities on campus and in the community and learn how to



Mapping Our Work

Critical Thinking/Problem Solving

- Conflict Resolution | SOS | Title IX | Student Senate | ASAP | Student Advisory Boards | Counseling Center | Disability Support Services

Oral/Written Communication

- Prevention Education | Conflict Resolution | SOS | Title IX | Equity and Inclusion | The Mirror

Teamwork/Collaboration

- Club Sports | Fraternity and Sorority Life | Outdoor Pursuits | Athletics | On Campus Employment



Mapping Our Work

Information Technology Application

- On Campus Employment | Internships | Experiential Learning

Leadership

- Lead On Camp | Clubs and Organizations | On Campus Employment | Student Senate | UPC | Fraternity and Sorority Life

Professionalism Work Ethic

- On Campus Employment | Conflict Resolution



Mapping Our Work

Career Management

- Career Services | Internships | Experiential Learning | Job, Internship and Graduate School Fairs | Alumni Mentoring and Panels | Individual Counseling on meaning and purpose

Global/Intercultural Fluency

- Engagement with Cultural and Resource Centers | Unite | Equity and Inclusion Workshops | Study Aboard | International Film Series



Mapping Activity

- Write down (on Post-it Notes) activities, programs, and or initiatives happening currently at UNC and categorize each into a competency.
- As a group take some time to add the following information to each post-it note.

First Year; Sophomore Year; Junior Year; Senior Year; or Ongoing



Next Steps

- Complete mapping process
- Explore Badging Systems (external or internal)
- Meet with Active Learning Sub Committee
- Design recommendations for the planning, process, and assessment



What Questions Do You Have?

UNC