

Learning Plan and Experiences 2002-2003

Student Affairs

| Intellectual Goals | |
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| 1. Mastery of a broad body of knowledge in the liberal arts and sciences, so students can see things in perspective, appreciate and enjoy artistic expression, and critically, creatively, and logically respond to the complex world around them. | |
| 1A | Students will attend and seek out opportunities to hear speakers, presentations, concerts, programs, and forums on a wide range of subjects. |
| 1B | Student affairs professionals will engage students in experiences and conversations that encourage students to see the connections between their classes and their out-of-class experiences. |
| Student Union did not make any significant progress towards Goal 1. | |
| 2. Mastery of a specialized body of knowledge, so the students will have the expertise to be competitive and successful in their chosen careers. | |
| 2A | Students will seek out opportunities to attend programs related to their major field. |
| 2B | Students will relate and integrate various activities and work experience into a body of skills and knowledge that relates to their major field. |
| 2C | Student affairs professionals will involve faculty members in programming that relates to the faculty members' areas of expertise and to students' majors. |
| The assessment shows that the Student Union Staff has improved upon their time management skills, organizational skills and customer service skills. They have demonstrated this both at in and outside of work by using planners, palm pilots and other scheduling resources to assist them in planning out their week, prioritizing school work, working in the Student Union and campus involvement. Through their job in the student union they feel more comfortable approaching people and initiating conversation and have become more patient. These skills learned have helped the students who are education and business majors. We have seen this through how student answer the phones, address people as they enter the Student Union office, come prepared with semester calendar at weekly meetings and being able to complete all tasks given to them during a given shift. | |
| Personal Goals | |
| 3. A sense of personal direction, so students can plan their future wisely and with honor, acquiring self-understanding, self-confidence, and a meaningful philosophy of life. | |
| 3A | Students will seek out opportunities, i.e., leadership, work, participation in campus organizations, to assist them in refining their interests. |
| 3B | Students will seek out resources to assist them in the identification of their interests and direction. |
| 3C | Students will explore opportunities and experiences that that may lead to new areas of interest. |
| 3D | Student affairs professionals will engage students in experiences and conversations that challenge them to explore their value systems, live their value systems, and learn about themselves. |

Our assessment shows that they have become more comfortable with themselves, feel comfortable approaching others and initiating conversation. This has enabled staff members to seek out other opportunities on campus. A few students are involved in other campus organizations where they are able to utilize the skills they have learned. We have seen this through the initiation they take during their shift, providing us feedback on ways to make improvements with their position or in the Student Union, providing feedback on their supervisor's work performance and observing the campus connections they have made through working in our office.

4. A balanced and healthy lifestyle, which means making responsible choices related to values, friends, family, work, recreation, and life-long education.

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| 4A | Students will balance their interests and involvements and manage the stress inherent in an active life. |
| 4B | Students will make responsible choices about alcohol, smoking, sex, food, sleep, and exercise. |
| 4C | Students will seek out information that will promote wellness in their lives. |
| 4D | Student affairs professionals will engage students in experiences and conversations that provide information about wellness issues. |
| 4E | Students will learn what a balanced and healthy lifestyle is by observing the choices that student affairs professionals make in their lives. |

Our assessment shows that they have improved upon their time management skills that have helped them have a more balanced life. We have seen the improvements through their bi-weekly one-on-one discussions with their supervisor, coming prepared with their semester calendars at the weekly meetings to plan a month in advance and there have been a low number of staff needing to switch shifts.

Our assessment shows that students have a better understanding of them selves and how they work with others. This was demonstrated through their completion and discussion of the Color Code and the teambuilding activities we did during training. We have also seen improvements in this area during large set up and members of the staff working together to complete the set-up. Also, we have seen other staff members giving other staff members a hand even when they were not asked to assist. They are also willing to cover a shift when one staff member needs the night off.

Social Goals

5. Interpersonal effectiveness and an appreciation of diversity and differences, so that students can establish genuine, trusting, and honorable relationships within the broad family of humanity.

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| 5A | Student affairs professionals will engage students in opportunities and conversations that expose students to people, cultures, values, and experiences to which they may not be accustomed. |
| 5B | Students will demonstrate an interest, appreciation, and acceptance of cultural differences. |
| 5C | Students will show respect and interest in views and choices different from their own. |

Our assessment shows that the student staff has improved upon their customer service skills. They treat everyone with whom they interact with the same respect and are willing to help out whenever needed. We have seen these improvements through their phone answering skills, how they interact with faculty, staff and student when they enter the office or when our customers need assistance with a set up and we have observed them helping one another on set ups.

6. Responsible citizenship, so that students can do their best in ways uniquely their own and have the motivation to contribute to a better life for all through community participation and leadership.

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| 6A | Student affairs professionals will hold students accountable for their choices and behaviors, giving credit and praise when their choices exemplify citizen leadership and applying appropriate consequences when their choices are inconsistent with citizen leadership. |
| 6B | Students will be involved with and value community service. |
| 6C | Students will be involved in clubs and organizations that contribute to the community. |
| 6D | Students will show respect for the property of others. |

Our assessment shows that the staff has developed a greater appreciation for the property of others. This has been demonstrated by how the staff handles the equipment in the student union. They know how it works and how to handle it properly. We have seen this through the actions they take when setting up the equipment. They handle it with care. As part of their responsibilities, they are required to set-up for events, and we have seen their work upon completion of the set-up. As the semester has gone on, they have been more diligent in their set ups. Our student staff is willing to help one another and give assistance when needed. They are also involved in campus life either in a sorority, club or religious organization