

**Directors: Dr. Jon Dooley and Dr. Stephanie Quade**

**Location: Alumni Memorial Union, 121 and 329; Varsity Theatre; Carillon**

## **I. MISSION**

Our departmental vision statement is posted on our website at <http://www.marquette.edu/osd/vision.shtml> and articulates our commitment to focus resources, programs and initiatives on the development of students and a campus community that promote self-understanding, social responsibility, leadership, and cultural and global awareness.

Our beliefs impel us to:

- collaborate with others to intentionally create a vibrant, engaged, diverse and inclusive campus community;
- encourage the expression of leadership through service to others, and incorporate opportunities for students to examine and utilize their leadership abilities in all of our offerings;
- celebrate the diverse nature of our campus community, highlight the gifts arising from this diversity, and empower those less represented in the community to identify and use their voices in this celebration;
- challenge students to act with integrity and compassion and to reflect on the implications of their actions on individual, communal and global scales;
- assess and advocate for the needs and development of our students and plan initiatives accordingly.

As a student affairs department with primary responsibility for student leadership development and community service initiatives, the programs and services of the Office of Student Development are closely aligned with the University mission. In addition, the office strongly supports the University Statement on Human Dignity and Diversity through intercultural programming and other efforts. Through a variety of programs and relationships, the staff in the office have also demonstrated a deep commitment to the primacy of the academic mission of the university and have served as effective partners with number of academic colleagues and departments.

For the purposes of the University assessment process, the Office of Student Development has identified two primary student learning outcomes, which are assessed annually. After participation in Student Development sponsored programs and activities, students will be able to (1) use their talents to benefit others and (2) interact effectively with people from diverse backgrounds and lifestyles.

## II. GOALS FOR 2008-2009

The Office of Student Development operated under interim and transition leadership for the 2008-2009 academic year. With a vacancy in the Assistant Vice President / Dean of Student Development position, the primary goal of the office staff was to maintain the existing level and quality of programs and services with fewer staff.

Each staff member identified functional area goals as part of the annual performance review process. Department-wide goals that were broader than specific functional areas included:

- Continuing a strategic and purposeful commitment to improving assessment plans and using assessment data to improve programs and services;
- Incorporating regular reflection as part of our work cycle;
- Utilizing technology, where possible, to expedite service to students and improve our ability to respond to student requests; and
- Identifying new opportunities for collaboration with academic and administrative colleagues across campus, while continuing a commitment to strengthening existing relationships.

An additional set of goals created by the office staff included a commitment to enhancing diversity programming, as part of our improvement actions for our university assessment plan. Some of the goals of this Diversity Action Plan included:

- Re-designing the former Diversity Retreat into a Cross-Cultural Leadership Retreat, which was to take place during the weekend prior to Martin Luther King, Jr. Day;
- Reviewing timing and content of diversity training for orientation staff, implementing revisions in the 2009 training cycle;
- Drawing more explicit connections between our various programs and activities, encouraging students who participate in a particular experience to continue their involvement with other intercultural events and identifying more opportunities to engage in cross-cultural dialogue; and
- Adding assessment of the diversity learning outcome to applicable program assessments using standardized qualitative and quantitative questions.

## III. PERSONNEL

### Administrative Staff

<u>Name</u>	<u>Position</u>
Brian Anderson	Coordinator for Alcohol Programs (eff. July, 2009)
Jeananne Bargholz	Assistant to the Dean of Students (eff. March, 2009)
Greg Carpenter	Director of University Chorus
Dr. Jon Dooley	Senior Associate Dean of Student Development
Nathaniel Eubanks	Director of University Gospel Choir
Mary Ferwerda	Manresa Project Assistant Director
Gerald Harris	Coordinator for Campus Programs
Dr. Erik Janners	Director of Music Programs

Mark Konewko	Carillonneur
Corey Lansing	Assistant Dean for Student Involvement
Erin Lazzar	Assistant Dean of Students (eff. June, 2009)
Julie Murphy	Coordinator for New Student Programs
Pam Peters	Assistant Dean for Intercultural Programs
Dr. Stephanie Quade	Dean of Students
Jennifer Reid	Student Affairs Communications Director
Steven Rindt	Interim Director of University Orchestra
Laura Skaife	Assistant Dean for Community Service Programs
Darryle Todd	Coordinator for Intercultural Programs (eff. June, 2009)
Kate Trevey	Coordinator for Student Organizations and Leadership

**Support Staff**

<b><u>Name</u></b>	<b><u>Position</u></b>
Fran Glazewski	Office Coordinator
Sue Pendzich	Administrative Assistant

**Graduate Assistants/Interns**

<b><u>Name</u></b>	<b><u>Position</u></b>
Donald Coleman	Orientation NODA Summer Intern
Amanda Mueller	Graduate Assistant for Intercultural Programs (2 <sup>nd</sup> sem.)
Lisa Walker	Graduate Assistant for Campus Activities
Stephanie Whiteacre	Graduate Assistant for Intercultural Programs (1 <sup>st</sup> sem.)

**Student Staff**

Approximately 50 student staff are hired throughout the year as office assistants, program assistants, and student coordinators for various program activities

**1. Professional Staff**  
**(Description of staff changes, new hires, training activities, conferences attended, etc.)**

With the vacancy in the Assistant Vice President/Dean of Student Development position beginning in summer 2008, Dr. Jon Dooley and Dr. Stephanie Quade assumed interim leadership of the Office of Student Development. In February, they were designated to fill these roles permanently, with Jon being named Senior Associate Dean of Student Development and Stephanie being named Dean of Students.

One new staff member joined the Office of Student Development in summer 2008, Julie Murphy, Coordinator for New Student Programs.

In the music area, the Interim Orchestra Director position (temporary, part-time) was eliminated and reconfigured as an Assistant Director for Instrumental Music. A national search was conducted in spring 2009, and Dr. Jason Ladd was named to join the Office of Student Development in this new role, beginning in August

2009. In April, Steven Rindt conducted his final concert as the Interim Orchestra Director after two years of service to Marquette in that role.

A number of new positions were added to the Office of Student Development and the following individuals will assume new roles in summer 2009, following local and national searches:

Brian Anderson, Coordinator for Alcohol Programs  
 Jeananne Bargholz, Assistant to the Dean of Students  
 Erin Lazzar, Assistant Dean of Students  
 D.J. Todd, Coordinator for Intercultural Programs

In addition, with a transition in the Manresa Project, the Assistant Director for Manresa will become a permanent line in the Office of Student Development staff, with Mary Ferwerda continuing to fill this role.

In May 2009 Pamela Peters, Assistant Dean for Intercultural Programs, completed her Ph.D. at Cardinal Stritch University. In June she announced that she would be leaving Marquette to join the faculty at Cardinal Stritch, creating a vacancy in the Assistant Dean for Intercultural Programs position, which will be filled by a national search in late summer.

At the annual meeting of the Jesuit Association of Student Personnel Administrators (JASPA) in April, Kate Trevey, Coordinator for Student Organizations and Leadership, was recognized with the Ignatian Medal for Outstanding New Professional in Jesuit Student Affairs.

Staff members participated in the following conferences and training activities during the past academic year:

- Acute Intoxication Training – Jon Dooley, Julie Murphy, Stephanie Quade, Kate Trevey
- ACPA College Student Educators International Annual Conference – Pamela Peters
- Association for Student Conduct Administrators (ASCA) Annual Conference – Stephanie Quade
- Commuter Student Orientation “Best Practices” In-Service/Phone Conference – Corey Lansing
- Commuter Student Trends In-Service/Phone Conference – Corey Lansing
- Creative Transitions Conference – Jennifer Reid
- Engineers Without Borders Conference – Laura Skaife
- Filemaker Software Training Program – Gerald Harris, Julie Murphy, Jennifer Reid, Laura Skaife, Kate Trevey
- Foundations of Excellence Participant Launch Meeting – Stephanie Quade
- Islamophobia and the Media Conference – Julie Murphy, Pam Peters
- Jesuit Association for Student Personnel Administrators (JASPA) Annual Conference – Jon Dooley, Julie Murphy, Kate Trevey
- Midwest Clinic International Band and Orchestra Conference – Erik Janners

- National Association for Campus Activities (NACA) National Convention – Jon Dooley, Gerald Harris, Corey Lansing
- NACA Regional Conference – Gerald Harris, Corey Lansing
- National Association for Student Personnel Administrators (NASPA) Annual Conference – Jon Dooley, Julie Murphy, Pamela Peters, Kate Trevey
- NASPA International Assessment and Retention Conference – Jon Dooley
- National Conference on Race and Ethnicity (NCORE) – Pamela Peters
- National Jesuit Student Leadership Conference (NJSLC) – Gerald Harris
- National Orientation Directors Association (NODA) National, Regional, and State Conferences – Julie Murphy
- Sharepoint Software Training – Jon Dooley, Gerald Harris, Erik Janners, Corey Lansing, Kate Trevey
- Social Media for Communicators Conference, Ragan Communications – Jennifer Reid
- Wisconsin Music Conference – Erik Janners
- Wisconsin Network of Activities Professionals – Jon Dooley, Gerald Harris, Corey Lansing

Several staff members gave professional presentations at conferences, including:

- Jon Dooley, “Learning Outcomes Assessment and Planning,” NACA National Convention
- Jon Dooley, “Leading in Times of Change,” NACA National Convention
- Jon Dooley & Kate Trevey, “Creating and Implementing a Campus-Specific Model of Student Leadership Development,” JASPA Annual Conference
- Jon Dooley (with Peggy Bloom, Office of the Provost), “Essentials of Integrated Assessment at a Research University,” NASPA International Assessment and Retention Conference
- Pamela Peters, “Inspired to be the First: What Motivates African American and Mexican American First-Generation Students to Pursue a College Education?” National Conference on Race and Ethnicity (NCORE) and NASPA and ACPA Annual Conferences

Additional external publications and presentations by staff included:

- Erik Janners, “Band Director Myths,” Published in *The Instrumentalist* magazine, November 2008
- Erik Janners, Conductor of the Wisconsin College All-Star Band at the National Band Association Convention
- Erik Janners, “Performance Psychology in Music,” UW-Milwaukee
- Kate Trevey, Keynote Address & Workshop, Roosevelt University Student Leadership Summit

**2. Support Staff  
(Description of staff changes, new hires, training activities, conferences attended, etc.)**

Fran Glazewski participated in several GROW sessions, brown bags and job-related training for payroll and fire marshal responsibilities and participated in Sharepoint and Filemaker training.

Sue Pendzich participated in several GROW sessions (Entourage Training, Retirement Strategies) as well as additional campus-sponsored training activities (Advanced Checkmarq training, MBS Budget Training, UA New Gift Processing Procedures, Wright Express Gas Card Training, Sharepoint Training, New Driver UPP training, Year end budget procedures).

**3. Graduate Assistants/Interns  
(Description of staff changes, new hires, training activities, conferences attended, etc.)**

Both graduate assistants were new for the 2008-2009 academic year – Stephanie Whiteacre, Graduate Assistant for Intercultural Programs, and Lisa Walker, Graduate Assistant for Campus Activities. Stephanie left the university in January and was replaced by Amanda Mueller for the second semester. A graduate intern is also hired each spring for the summer Preview and Orientation programs through a process coordinated by the National Orientation Directors Association (NODA). Donald Coleman, a graduate student from Loyola University Chicago, filled this role in summer 2008.

Lisa Walker participated in the National Association for Campus Activities (NACA) National and Regional Conferences through her role in working with the Late Night Marquette program.

**4. Undergraduate Student and Paraprofessional Staff  
(Description of training activities, conferences attended, etc.)**

The Office of Student Development supports student staff participation in the following conferences or off-campus training activities:

- Activities Leadership Training Program (department-sponsored)
- National Association for Campus Activities (NACA) National and Regional Conferences
- National Jesuit Student Leaders Conference (NJSLC)
- National Orientation Directors Association (NODA) Regional Conference
- Undergraduate Interfraternity Institute (UIFI)
- Wisconsin Music Conference

#### IV. FACILITIES/EQUIPMENT

Varsity Theatre renovations continued throughout the 2008-2009 year. The Holthusen basement renovation work was completed in September 2008, with the opening of offices for the music directors, five practice rooms and storage spaces for band, orchestra and chorus. Through a generous donation from the Rockley Family Foundation, Marquette received 19 pianos for the Varsity Theatre, residence halls, and Alumni Memorial Union. Planning continued through the year for the renovation of the Varsity Theatre and construction commenced immediately after the end of the spring 2008 semester, with completion scheduled in time for New Student Orientation.

As part of the final report from the Task Force on the Arts, proposals for more permanent funding for a five-year equipment replacement plan and a more stable operating budget for the music programs were submitted to the University Budget Committee for their review in the budget cycle that commenced in Fall 2008. Although these were not granted, a \$50,000 in one-time allocation was received to purchase instruments for the music program in FY2010. A longer-range equipment replacement plan and request for a stable operating budget for the music programs will be submitted again in Fall 2009.

The 15-passenger van, flagship of the Community Service fleet, was retired this year after many years of service to the community. It has been replaced by a hand-me-down van from Recreational Sports. Decals and signage will be changed prior to the start of the academic year.

#### V. PROGRAMMING

262 events were sponsored, co-sponsored, or advised by the Office of Student Development during the 2008-2009 academic year and there were more than 60,000 participants in these activities.

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Events	358	280	340	234	232	298	262
Attendance	63,090	56,265	58,638	56,964	46,284	56,650	60,637

#### VI. DEPARTMENTAL ACCOMPLISHMENTS

##### 1. Operations/Administration

###### *Community Service Programs*

- Once again Marquette's community service programs and service learning programs was recognized by the Corporation for National and Community Service on the President's Higher Education Community Service Honor Roll with Distinction.

- The Post Graduate Volunteer Fair held in September was co-sponsored by the Career Service Center and the Office of Student Development this year with over 50 agencies and 150 participants. In the fall of 2009 this event will once again be co-sponsored with the Career Services Center as part of Career Week activities with an additional non-profit fair and service application workshop series being held in the spring of 2010.
- The Center co-hosted a Midwest Service Leadership conference with Service Learning with 110 student attendants in November 2008.
- A record number of students (1,821) volunteered for Hunger Clean-Up, all using on-line registration. This year marked the 20th Anniversary of Hunger Clean-Up with two core volunteer tracks, a blue environmental water track co-sponsored with Keep Greater Milwaukee Beautiful and a gold hunger track co-sponsored by Hunger Task Force. With our follow up survey, 94% of students participated said that they are interested in participating in other community service activities and enjoyed their Hunger Clean-Up service experience.

### ***Commuter Programs***

- The Commuter Student Association successfully transitioned a new executive board into place in the Spring semester of 2009 and have already planned multiple programs for this population, including a Brewers game, a “Finals” Picnic, and preliminary planning has begun for multiple events in the Fall semester.
- The Commuter Lounge is constantly changing due to the changing needs and requests of our commuter student population. We have added board games, a toaster, plastic utensils, pictures, etc. in order to meet the request to make the lounge their “home away from home.”
- A graduate assistant for Greek Life and Commuter/Transfer programs was added and will provide great insight and support for this community throughout the 2009-2010 school year.

### ***Greek Life***

- 709 of Marquette’s full-time undergraduates are members of social Greek-letter organizations. This number reflects 9.88% of the campus population, up slightly from 2007 - 08.
- Greek chapters raised \$45,326 for donations to local and national charities this year, 13.4% increase over last year. In addition, Chapter service projects resulted in a total of 8,136 hours of hands-on service to neighborhood and community agencies this academic year.
- 70% of all Greek members report involvement in other student organization and 30% of those members hold leadership roles within other student organizations.
- The All-Greek GPA for both the fall 2008 and spring 2009 semesters were once again higher than the All-University GPA. This marks three years in a row that the All-Greek GPA has exceeded the All-University GPA.

***Intercultural Programs***

- Nearly 2,000 students attended events sponsored or co-sponsored by Intercultural Programs during the past year. Of note this year were the “Real People, Real Stories” and “Power Lunch” series, both of which attracted a predominantly Caucasian audience.
- This year the Multicultural Center was reserved for 141 events/programs were made by non culturally-related student groups and departments across campus. This is an increase from 126 last year.
- The old computers in the Multicultural Center were replaced with two new computers in response to student feedback.

***Late Night Programming***

- This year saw the highest number of late night programs sponsored as part of the Late Night Marquette initiative since its inception in 2002-2003. 381 events were sponsored by campus departments and student organizations, with an overall attendance of more than 36,000 students.
- Late Night saw a great influx of unique and innovative programming this year with well attended events such as Dueling Pianos, Spelling Bee, a Ghost Hunter and the ever popular Make Your Own Late Night.
- The continued evolution of the Milwaukee Connection program has begun to offer discounts and incentives to students on the Late Night website for businesses in the Milwaukee community. It also has taken on a new program for 2009, Sample The City, giving our students a taste of Milwaukee area businesses.
- Late Night programming continues to be strong in the Annex with programs like Bingo, Trivia Nights and Annex Band Nights.

***Leadership Development***

- The curriculum for the Students Taking Active Roles (STAR) Freshman Leadership Program was revised to reflect a commitment to the new model of student leadership development adopted by Marquette’s Division of Student Affairs. In addition, the session on diversity education and leadership was completely redesigned. More than 150 students participated in STAR during the fall or spring semesters.
- 87 students participated in the Student Leadership Summit held this year in conjunction with Mission week in February themed: wiiAct: Leading With A Purpose. The conference was keynoted by Nicole Angresano, VP of Community Impact for the United Way. Eight community agencies brought real world scenarios to the Summit for our students to provide leadership to the issues faced.
- 110 students participated in the 2009 Women’s Leadership Conference titled “Are We There Yet?” 33 members of the Milwaukee and Marquette communities served as panelists for the conference. The panelists addressed women’s roles in public service, health and wellness, sports, law, communications, religion, business, and math and science. The conference was keynoted by Dr. Susan Douglas, Department Chair of Communication Studies at the University of Michigan and author of *Where the Girls Are: Growing Up Female with the Mass Media*.

***Marquette University Student Government (MUSG)***

- In February, MUSG hosted a campus-wide conversation with students, faculty, and administrators entitled “InnerChange” for the purpose of considering next steps for individual and university commitment to diversity.
- MUSG successfully worked with university and city officials on the approval for a new median on Wells St. to ease pedestrian traffic concerns. Construction started after May 2009 commencement and is scheduled for completion before the fall.
- New forms of student outreach were implemented this year, including a monthly publication (“Voice”) distributed by hand on campus and use of new social media such as Twitter.
- MUSG Program Board sponsored several high-profile programs, such as Jerry Greenfield, co-founder of Ben & Jerry’s, and national recording artist Guster, who visited Marquette as part of their “Campus Consciousness Tour.” Ongoing events such as Mania Week, the film series, late night programs, and Night of Chocolate continue to experience high attendance.

***Music Programs***

- The new music minor was launched in the fall 2008 semester; currently approximately 40 students are planning to complete a music minor as part of their graduation requirements.
- The piano program with the Rockley Foundation was successfully implemented, which resulted in new pianos for residence halls and music practice and performance spaces. A successful first on-campus sale (part of the piano agreement) was hosted the weekend of May 29-31.
- Funding was secured and the search process was completed for a new Assistant Director of Instrumental Music; Dr. Jason Ladd will begin work at Marquette in August 2009. This position replaces the previous part-time orchestra director and includes responsibilities for symphonic and pep bands.
- Successful outreach endeavors include a choir tour, a guest appearance by the band at the Midwest Music Festival in Chicago, a joint orchestra/chorus Messiah concert, and numerous community performances by the Gospel Choir.

***New Student Programs***

- The first year reading program held during 2008 New Student Orientation featured the book, *Run* as well as a visit by the author, Ann Patchett. Student and faculty participation in the book discussions was very high, and Ms. Patchett’s remarks during New Student Convocation were well received.

- New Student Orientation featured two new seminars—the “Office of International Education Open House” (roughly 50 participants) and “Living Green at Marquette” (roughly 40 participants).
- 335 students (a record number) participated in Urban Connection, the half-day service program during which students engage in service at various sites throughout the city.
- Four successful Preview sessions were implemented in June 2009. 1,256 new students participated in the program (62.5% of the deposit-paid students). 1,563 total parents and family members participated in Preview, with 85% of the students bringing one or more family members. Both total numbers reflect a slight decrease from the previous year (2008 totals were 1,282 students and 1,613 parents). A new addition to this year’s program was “Preview the Classroom,” featuring four separate sample classes, led by Marquette faculty members, designed to give new students and parents a chance to experience college level teaching as part of their Preview experience.

### ***Publications and Communication***

- Approximately 650 projects (marketing and publicity pieces) were created and/or coordinated for student organizations, the Office of Student Development, and various departments/offices in the Division of Student Affairs. Projects of note include:
  - Student Leadership Summit Video,
  - New Carillon website and printed materials, and
  - New heritage celebration calendars.
- Social media tools (including Twitter and Facebook) were more actively used to inform the Marquette community about programming and events.
- The Division of Student Affairs communication committee was re-established to address internal and external divisional communication needs.

### ***Student Conduct***

- Student conduct administrators continue to be trained in utilizing the AUDIT, an alcohol assessment instrument, and BASICS – Brief Alcohol Screening and Intervention for College Students. These changes have positively affected the hearing process, and have significantly enhanced and systematized the assigning of outcomes, ensuring that almost 200 students receive clinically appropriate, evidence-based, individualized alcohol interventions.
- Severity of first-time and repeat violations seem to be on the rise this year indicated by nine students being suspended and four students being expelled from Marquette University.
- 712 cases heard by conduct administrators in 2008-2009 (compared to 464 in 2007-2008) including 585 alcohol cases and 66 drug cases.

***Student Organizations***

- 1,097 student organization events were registered and approved during the past year (nearly identical to the 1,073 figure from the previous year).
- At the end of the 2008-2009 academic year there were 241 recognized and registered student organizations at Marquette (down slightly from the record 250 at the end of the previous year, but still the highest number among Jesuit institutions).
- Representatives from every registered student organization participated in an Organization Leader Workshop to review policies and effective organization management. There were seven hour-long workshops customized to the type of organization (e.g. club sports, fraternities/sororities, service, political, etc.).
- The Fall Organization Fest in August attracted a record number of student organizations and campus departments (220). The Winter O-Fest in January involved 122 organizations for mid-year recruitment and was combined with Service Sign-Ups to provide students multiple involvement opportunities for the spring semester.

**2. Special Projects*****Alcohol Summit***

- 2009 marked the first time in several years that students were in session over St. Patrick's Day. Given the history of over-consumption associated with this date, OSD staff, in collaboration with others in DSA and across the campus piloted a one-day Alcohol Summit on March 17, 2009. The program featured panel presentations and concluded with a restorative justice circle facilitated by faculty from the Marquette University Law School.
- While attendance at the Summit was lower than hoped for (approximately 75 participants at the highpoint), the model of collaboration and the enthusiasm among facilitators is a good jumping off point for future efforts.
- Members of the Marquette community were invited to sign a pledge agreeing to abstain from alcohol on St. Patrick's Day if they were under age; those who were of legal drinking age were asked to agree to drink responsibly. Several hundred pledges were signed.

***Burke Scholars***

- Following the death of the sponsor of the Scholarship Program in March of 2008, and the separation of the Burke Board from the Greater Milwaukee Foundation, significant work was done to establish a new relationship with the members of the Burke Board, in particular two of Dick's daughters. Greater collaboration with University Advancement on strengthening this relationship has been initiated and will need to continue.

- Ten new scholars were selected and accepted the Scholarship, bringing the total of current Scholars to 37 (the largest the program has been).

### ***Foundations of Excellence***

- OSD played a significant role in the Foundations of Excellence project, a year-long self-study of initiatives on campus for first year students. From serving as committee members, to being resource people to the assessment process and co-chairing the steering committee, the FoE project provided a vehicle for collaboration between OSD staff and faculty members and academic administrators in an area of key concern to the University. OSD staff provided energy, creativity, insight and institutional perspective, as well as expertise in student development, to the overall project and formed essential partnerships that will doubtless bear fruit in the coming years.

### ***Manresa Project***

- Although a stand-alone, grant-funded program, the Manresa Project has a special relationship with the Office of Student Development because the Assistant Director for the program has office space and technology/clerical support from the Office of Student Development.
- Among the highly collaborative projects that the Manresa Project and Office of Student Development worked on jointly this year were the First Year Reading program featuring *Run* by Ann Patchett, who spoke to students at Convocation, and the AMUW book club in the evening; the annual Leadership Summit and Women's Leadership Conference; and, the Real People/Real Stories series, which also featured collaboration with Campus Ministry, Office of International Education, and the Center for Peacemaking.
- As the Manresa Project transitions in the next year to "Manresa at Marquette University," the Assistant Director will continue a relationship in the Office of Student Development by becoming a member of the office with a dotted-line report to the Office of Mission & Identity.

## **3. Learning Outcomes/Assessment**

In September, the Office of Student Development submitted its Assessment Report of data gathered on student learning outcomes during the 2007-2008 academic year. Among the conclusions drawn from the assessment data gathered that year were the following:

1. It seems to be easier for students to articulate their "leadership" skills (use of gifts and talents to benefit others) than to articulate their competence with "diversity" (ability to interact effectively with people from diverse backgrounds and lifestyles). We attribute this to several factors, including:
  - student lack of experience with diversity issues;

- the prevalence of “leadership” language in the University Mission Statement coupled with the lack of similar “diversity” language in the statement; and
- the success of efforts such as the Manresa Program in infusing a discussion of how individual gifts and talents can be used to meet the needs and challenges of our communities, again, coupled with a dearth of such efforts in the area of diversity.

In addition to calling us to improve our own practice around education for diversity, this finding suggests an opportunity that would be presented by additional resources and attention on diversity education across the campus.

2. The length of and amount of personal interaction with students contributes to the effect a program will have on student learning for our particular outcomes. (For example, the difference in perceived learning between participants in a program like the semester-long STAR Program and those attending a one-day event such as a leadership conference or service activity.) Programs that extend over a long period of time seemed to encourage greater learning than programs with a short duration.
3. Our departmental learning outcomes are best assessed when considering the totality of a student experience as opposed to trying to understand how they are influenced by particular programs or activities.
4. The process of designing rubrics to analyze assessment responses taught us as much about our own learning outcomes, performance indicators, and assessment measures as it did about student learning. We discovered that the performance indicators, originally articulated with each learning outcome, may not be the best descriptor of the learning process and behavioral changes expected with each outcome.
5. The pilot to analyze open-ended assessment responses with the Orientation staff also highlighted issues for future consideration, such as how and when to pose the assessment questions, how to collect the data, whether pre/post comparisons are valid (particularly in this case where the pre-response was part of the student application and may have led to an inflated estimate of competence on behalf of the students), and how to best communicate the expectations for learning in the program (as articulated in the rubric).

Assessment improvement actions for the 2008-2009 academic year included:

1. Implement the Diversity Action Plan developed as a direct result of the improvement actions listed in last year’s assessment report, which stated that we would review where and how diversity is included in training and learning opportunities offered by the office through its various programming areas, including: orientation, community service, campus programs, Greek life, leadership development, and student organization advising. Recognizing that our assessment and research suggests that engagement in diverse environments is beneficial to both of our intended learning outcomes, we developed an action plan to intentionally increase student engagement in diverse environments and diversity-related discussions. The action plan was to be implemented during the 2008-2009 academic year and the programs will

be included in future evaluation and assessment. Among the commitments in the Diversity Action Plan were:

- Review timing and content of diversity training for orientation staff, implementing revisions in the 2009 training cycle.
  - Draw explicit connections between various programs and activities, encouraging students who participate in a particular experience to continue their involvement with other intercultural events and identify more opportunities to engage in cross-cultural dialogue.
  - Add assessment of the diversity learning outcome to applicable program assessments using standardized qualitative and quantitative questions.
2. Review the language used in our existing performance indicators and rubrics to determine consistency. Changes were to be made to more closely align learning outcomes with performance indicators and assessment measures.
  3. Review and modify the learning outcome map developed in Fall 2007 to articulate which programs intentionally address specific learning outcomes and/or performance indicators.
  4. Commit to implementing standardized assessment measures across all programs that intentionally address specific learning outcomes and/or performance indicators.
  5. Continue to work with the data collection process and rubric piloted with the orientation staff study. Specifically, two populations considered this year were student employees and participants in the STAR freshman leadership program.

#### 4. **Staff Involvement/Committee Membership (internal and external)**

n.b.: Contributions reflect only staff who were full time in the Office of Student Development for more than one semester.

Jon Dooley

- ACPA/NASPA Joint Task Force on the Future of Student Affairs, Consulting Group member
- Adjunct Assistant Professor of Education
- Assistant Professor of Education Search Committee
- College Student Personnel Advisory Board
- DSA Assessment Committee
- DSA Leadership Planning Work Group, chair
- Foundations of Excellence, Improvement Committee
- National Association for Campus Activities Board of Directors, immediate past chair
- St. Norbert College Alumni Board
- Steering Team, Higher Learning Commission Assessment Visit
- University Assessment Committee
- University Committee on Space for Student Organizations and Recreation
- University Online Survey Review Committee

## Mary Ferwerda

- Creighton University Area Alumni Board
- DSA Diversity Committee
- DSA Leadership Planning Work Group
- HAVEN Committee
- Marquette Legal Clinic, volunteer
- University Mission Week Steering Committee

## Fran Glazewski

- Student Employee Week Recognition Committee
- AMU 121 Fire Marshal

## Erik Janners

- Adjunct Instructor, College of Communication
- Big East Band Directors' Association
- Milwaukee Symphony Orchestra, Pre-concert lecturer
- Provost's Ad-Hoc Committee on the Arts
- Varsity Theatre Renovation Committee

## Gerald Harris

- Adjunct Instructor, College of Education – McCormick Inclusive Leadership CommUNITY
- Alumni Memorial Union Advisory Board
- Committee on Administrators Subcommittee on Professional Development
- DSA Diversity Committee
- Intercollegiate Athletics Equity Committee
- Late Night Marquette Programming Project Team, chair
- NACA Leadership Fellow

## Corey Lansing

- DSA Program Calendar Coordination, facilitator
- HAVEN Committee
- Late Night Marquette Steering Committee, chair
- NACA Northern Plains Regional Conference Coordinator

## Julie Murphy

- DSA Diversity Committee
- Foundations of Excellence, Transitions Dimension Committee
- NODA Region V Conference Planning Committee
- Search committee for Assistant Dean for Student Staffing and Selection

## Sue Pendzich

- Finance Partners
- HR/Payroll Brown Bag Group
- Assistant VP for Student Affairs Search Committee

Pam Peters

- Foundations of Excellence, Diversity Dimension Committee
- Adjunct Instructor, College of Education – McCormick Inclusive Leadership CommUNITY
- Ad hoc Task Force on the Status of Muslim Students
- Discussion on Greater Service to Students
- DSA Diversity Committee
- CommUNITY Advisory Board

Stephanie Quade

- Behavior Review Committee
- Foundations of Excellence Steering Committee
  - Co-chair
- Office of International Education Faculty Advisory Committee
- Ad hoc Task Force on the Status of Muslim Students
- National Association of Student Personnel Administrators 2009 Conference Program Reviewer
- Pere Marquette Discovery Award Planning Committee
  - Chair, Little Rock Nine pre-event planning committee
- University Centennial Celebration of Women Committee
  - Co-chair, academic committee

Jennifer Reid

- DSA Communications Committee, chair
- Lecturer, College of Arts & Sciences English Department
- Late Night Marquette Steering Committee
- Late Night Marquette Communications Project Team, chair
- Assistant VP for Student Affairs Search Committee
- VOICE Task Force

Laura Skaife

- Committee on Administrators
- Foundations of Excellence, Roles and Purposes Committee
- Career Council Employment Taskforce
- Sustainability Task Force

Kate Trevey

- Discussion on Greater Service to Students
- DSA Leadership Planning Work Group
- Foundations of Excellence, Organization Committee
- Student Organization Policy Advisory Committee, chair
- Assistant VP for Student Affairs Search Committee

## VII. FUTURE DIRECTIONS:

### 2. Evaluation of Department

The Office of Student Development conducts regular formal and informal evaluation of its programs and services. One of the primary formal evaluation methods is the departmental assessment plan, conducted as part of the university assessment process. Departmental assessment results are shared with staff and students via the office website and are discussed internally for the purpose of program evaluation and enhancement. In addition to learning outcomes assessment, many of the programs and services of the office are evaluated through formal surveys conducted electronically with participants.

Student Development staff members are also active in their respective national associations, attending conferences, presenting programs, and reviewing journals and other documents for the purpose of informing their own work through networking with colleagues and learning about best practices. In addition, staff use national standards, such as those provided by the Council for the Advancement of Standards (CAS) in developing new programs and evaluating existing ones. Several programs and services of the office have garnered national recognition and have become models for other campuses, including community service programs, the Late Night Marquette initiative, the departmental assessment process, the new model of student leadership development, the Student Leadership Summit, and the Civil Rights Pilgrimage.

The changes in staffing for the office during the 2009-2010 academic year will provide an excellent opportunity for reflection on the current programs, services, and staffing and consideration of changes or enhancements that will continue to help the office fulfill its vision and the University Mission.

### 3. Trends

- **Participation in music groups** continues to increase and enrollment in the music minor was strong in its first year. One change in the coming year will be dividing the former Marquette Symphonic Band into two performing groups, the Wind Ensemble and Symphonic Band. This will enable the music area to accommodate student interest and increase quality of the student experience.
- The addition of a second full-time instrumental music professional will be helpful. However, with the continued growth in student interest in **vocal performance**, this area will also need to be addressed in the coming year. Currently, all vocal ensembles have part-time instructors and in the coming years we may need to explore a full-time vocal music professional.
- The number of **student organization-sponsored fundraisers** continues to rise. Organizations are looking to raise money for their own internal use and for outside, non-profit organization. It is foreseeable, given the affect current

economic conditions have had on local and national non-profit organizations, that student organizations will continue to be motivated to assist with their fundraising efforts.

- Not surprisingly, the number of **political events** sponsored by student organizations during the 2008-2009 academic year increased. The majority of these events occurred during the fall semester leading up to the November 2008 presidential election. Students continue to demonstrate an active interest in political issues.
- It will be incumbent upon OSD and other DSA staff to continue to monitor the **effects of economic instability** in the United States, both in student attitudes and potential distress, and also as we develop programs. Every effort should be made to contain program expenses, and to reduce the cost we pass on to students and families.

#### 4. **Goals for 2009-2010**

- Review OSD Vision Statement in order to determine its accuracy and comprehensiveness and recommit to a unified vision for the department. Following this review, convene department work teams reflective of our shared priorities.
- Continue a strategic and purposeful commitment to improving assessment plans and using assessment data to improve programs and services.
- Incorporate regular reflection as part of our work cycle.
- Utilize technology, where possible, to expedite service to students and improve our ability to respond to student requests.
- Identify new opportunities for collaboration with academic and administrative colleagues across campus, while continuing a commitment to strengthening existing relationships.
- Initiate regular dialogue (beyond annual meetings about university procedures) among student organizations with natural affinities, for example community service groups, cultural student organizations, fraternities and sororities, political groups, and religious student organizations.
- Embrace the Centennial Celebration of Women at Marquette through collaboration, new initiatives and student-focused programs.
- Support the February presentation of the Père Marquette Discovery Award to the Little Rock Nine through collaboration, new initiatives and student-focused programs.

Note that additional goals related to the departmental assessment plan will be developed and submitted with the assessment report in late September.