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Student Services, Issue 8

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POINTS OF
INTERESTS

- **Calendar**
- **Goals Article**
- **Updates**
- **Facilitator Training**
- **Social Committee**

Student Services

ISSUE 8

JUNE 27, 2008

Calendar / Conveners:

July 2	All Facilitators	2:00 – 3:30, Barret 201, Darlene Brooks leads in July
July 9	All Facilitators	2:00 – 3:30, Barret 201
July 16	All Facilitators	5:00 off campus
July 23	Steering, All Facilitators, OMT and RMT. Open invitation to campus	2:00 – 3:30, Orgill Room, Send agenda items to Darlene Brooks
July 30	All Facilitators	2:00 – 3:30, Barret 201
August 6	All Facilitators	2:00 – 3:30, Barret 201, Regina Simmons leads in August
August 13	All Facilitators	5:00 off campus
August 20	Steering, All Facilitators, OMT and RMT. Open invitation to campus	2:00 – 3:30, Orgill Room, Send agenda items to Regina Simmons
August 27	All Facilitators	2:00 – 3:30, Barret 201
September 3	All Facilitators	2:00 – 3:30, Barret 201 Wanda Jones leads in September
September 10	All Facilitators	5:00 off campus
September 17	Steering, All Facilitators, OMT and RMT. Open invitation to campus	2:00 – 3:30, Orgill Room, Send agenda items to Wanda Jones
September 24	All Facilitators	2:00 – 3:30, Barret 201

SMART Goals

How you state your goals and strategies can help you determine what to measure. A commonly known acronym for developing goals and plans, SMART, identifies five characteristics of an effective goal:

S - specific

M - measurable

A - achievable

R - relevant

T - time-based

First, the goal should be something that can be reached, be **achievable**. It should also be **relevant**, worth the resources the accomplishment of the goal will consume. The terms realistic, results-oriented, or resource-based are also paired with the R in the acronym. The three remaining components of SMART all relate to measurement. The specificity and time-based aspects incorporate data related to accomplishment. For example, to have better prepared new students a **specific** goal could be to “Improve student orientation” through specific strategies such as “Increasing information about student orientation events” or “Ensuring all have access to timely information about student orientation events” rather than simply “Improving communication about student orientation events.” **Time** is addressed by stating that improvements will be in place by August 1, a week before students arrive on campus for the fall semester, or another specific date.

Once the specific goal and/or strategies have been identified, with an implementation date, there is the need to identify the actual **measure**. There are many options: a simple ‘Yes’ or ‘No’ to indicate whether the information was accessible; a measure, such as a Web counter to indicate the number of visits to the information site; or a survey to indicate what number or percent of a population was actually aware of the information. Other factors contributing to the goal of improved student orientation could be the result of activities to redesign, restructure, or change the timing of the events.

Performance measures and indicators are tools for organizational learning, communication, strategic change, and improvement. It can take time to identify possible measures and then evaluate them. This time and effort should be viewed as an investment which will yield a significant return in the future. First, development of measures and indicators at the start of the planning process will increase the likelihood of having baseline data, which identifies a starting point and makes measurement of progress toward a goal easier. Second, having data-based goals will provide information on how much progress toward a goal has been made, and will make it possible to clearly define when a goal has been accomplished.

Reference

The Pennsylvania State University. “Strategic Indicators: Measuring and Improving University Performance.” <http://www.psu.edu/president/pia/indicators/index.htm>.

May 2008

Student Organizations Dev.

The hub has completed work on an application for space allocations based on group discussions and a sample policy from another institution. Their next step is to look at what makes an effective organization advisor.

Rhodes Express / Data Services

Rhodes Express/Data Services has been meeting with home offices (Financial Aid, Registrar, Bursar) to discuss the specific processes housed in those offices that Rhodes Express/Data Services will have a role in.

To streamline functions, the hub will be meeting with Mary Kingery about moving the ID Card system to Burrow.

Data Services will branch off from the Admissions Office effective July 1. This will give the hub six months to work through problems before moving into Burrow.

Enrolling and Finance

Following a break to admit the 2012 class, E&F resumed weekly meetings in May. Since then, the hub has crafted a mission statement; they have worked on an "interest exercise"; and they are working on partnership plans.

SDAS Update

The SDAS hub continued a project begun in April to create a hub mission statement that would accurately capture the work of all members of this hub. It was felt that such a statement would give the hub some focus and more strongly bind the members of the hub to another. To do that, the statement would need to move beyond ambiguous goals and be concrete enough to describe this hub specifically. The final statement is:

SDAS supports the personal growth and academic development of our students and serves as a resource to all members of the Rhodes community. To this end we assist the community in the areas of advising, disability services, new student programs, records, registration, residence life, and student judicial programs.

SDAS Goal: Our goal is to help students integrate into the Rhodes community, develop academic and social responsibility, and fully engage in their educational experience.

OOCPB

With the move to Burrow, OOCPB will be reevaluating departmental needs regarding student employment. To better serve the changes with the student reorganization effort, it may be necessary to restructure and reallocate a number of student positions between departments. Burrow however is not an island. The plan is to review all student job descriptions and classifications on campus. The restructuring goal for student employment as a whole is to provide the students with meaningful work experience, add specialized training in certain areas, and ensure more equitable pay scales across student job classifications. The team will provide resources for advertising job descriptions, available job postings, and student applications. This will help streamline the employment search and hiring process by enabling the departments and student to match up more efficiently.

RMT

The Relationship Management Team has spent the last several weeks preparing for the next phase of the team's work. These next steps will further specify the student life cycle tracks. They will also answer the following questions about each phase in the student life cycle:

- What are Rhodes' learning objectives for each student in this phase?
- What programs and services do students need in this phase?
- Who delivers these programs and services to students in this phase?

Four additional members were added to the team in order to assist us in moving forward with this task. These individuals are: Timothy Gibson, Steve Haynes, Rachel Harpool (a student member), and Kathleen Laakso. Together with original team members, Dorothy Brownyard, Carol Casey, Amy Oakes, and Claire Shapiro, the team will bring in various service providers that will help assess each phase and answer the above questions. Additionally, the first recommendation that was put forth by the RMT, which was the implementation of a Student Relationship Management System, will be tackled by a separate team that is still connected to RMT. This team will be headed by Jay Eckles.

OMT

The Operation Management Team has been working through a plan for outside groups (i.e., Communications, ITS, etc.) to raise issues or resolve conflicts as a way to streamline communication with Student Services. Additionally, OMT liaisons have been assigned to work with each hub. The liaisons will encourage and assist the teams to complete their mission statements, partnership plans, and standard operating procedures. The liaisons are:

Out of Class — Sandi George Tracy
Enrolling and Financing — Dave Wottle
Rhodes Express and Data Services — Jeff Norris
Student Development and Academic Support — Glenn Munson
Student Organizations — Jay Eckles

Social Committee

An invitation recently extended to the Student Services staff to form a social committee for Burrow was successful. The team has met and are making plans on your behalf. If you have suggestions for the group or would like to participate, let them know. The social committee team is Marianne Luther, Amy Oakes, Lauren Sefton, Regina Simmons, and Dwaun Warmack.

Facilitator Training Opportunity

Hub members are encouraged to sign up for the facilitator training offered this summer. Participants will gain an understanding of group process dynamics, and how to enhance communication, creativity, and constructive activity within workgroups, teams, and communities. We will explore and practice the use of tools which help people communicate ideas more clearly, think more creatively, solve problems more innovatively, and implement solutions and plans more effectively. Classes will be held on July 15, 16, 22, 24, August 5, and 7 from 8:30 – 10:30 a.m. in Barret 051.