STRATEGIC ACTIVITY 2.1.

This activity is linked to Strategic Initiative #2: The Division of Student Affairs will construct best practices in engagement and outreach to enhance student learning outcomes.

1. **What Strategic Activity is to be achieved?**
   a. A co-curriculum pathway for students that can be tracked by students, advisors and designated Student Affairs faculty

2. **What are the intended specific outcomes that will result from accomplishing/implementing this activity?**
   a. Improve access and increases student participation in meaningful and engaging co-curricular activities
   b. Encourages student to maximize their co-curricular opportunities
   c. Initiates a structured, yet flexible, scaffolding to guide students through the process
   d. Offers opportunities to reflect, identify and articulate learning through co-curricular activities
   e. Creates a unified brand for promoting multiple co-curricular activities
   f. Simplifies the promotion of co-curricular opportunities by providing a depository for listing
   g. Due to capturing and tracking engagement, allows for the celebration of completion of co-curricular accomplishments
   h. Connects co-curricular outcomes to the Learning Goals for Graduates

3. **What are the intended specific outputs that will result from accomplishing/implementing this activity?**
   a. A simple, articulated co-curricular pathway that offers choices, similar to academic curriculum
   b. A way for students, advisors and other designated staff to track activity, similar to my.degrees
   c. Verification of student engagement and achievement
   d. A co-curricular transcript
   e. A way to educate and involve advisors and other campus stakeholders in student engagement
   f. A depository of engagement opportunities to simplify outreach and make it easier for students to find activities consistent with their pathways

4. **Identify specific key people or groups that need to be involved and their expected roles, contributions, etc.**
   a. The Pathway has four-dimensions, each of which involves key people. Consistent throughout the program are a number of stakeholders, including UHDS, CAPS, SLI, ISS, Enrollment,
i. **Personal Wellness and Enrichment** – Specific key people: Healthy Campus Initiatives, Dixon, Rec Sports, Student Health Services, CAPS

ii. **Intercultural and Global Perspectives** – Intercultural Student Services, International Programs

iii. **Democratic and Civic Responsibility** – Center for Civic Engagement, Leadership and Involvement, Career Services

iv. **Professional Development** – Career Services, Center for Civic Engagement

b. A Co-curriculum Council, consisting of a representative from each dimension, an executive chair, a communications/marketing chair, and an IT chair meet regularly to maintain and sustain the program. They integrate campus partners (most SA departments) and provide consistency across pathways.

5. Has anyone done similar work elsewhere? Who, When, What?
   a. University of Texas – El Paso, Mine Tracker
   b. Texas A & M University – Student Leader learning Outcomes (SLLO)
   c. University of Wisconsin, Madison
   d. University of Indiana, Purdue

6. Is anyone on campus already involved in developing a similar program? Who?
   There are leadership certificate programs on campus to with the pathways can provide an introduction. The pathways will act as entry to engagement while leadership certificate programs will provide an advanced level.
   Similar programs
   a. Student Leadership and Involvement - Leadership Certificate
   b. Recreational Sports – Adventure Leadership Institute
   c. Intercultural Student Services – Cultural Leadership Certificate

7. Identify various approaches to accomplishing the strategic activity, weighing strengths and weaknesses of each. Select an approach. Why is this approach appropriate for accomplishing the strategic activity?
   a. Options for tracking are still being determined. Currently, the general choice is a) finding or designing a tracking system which integrates with my.degrees and is accessible by advisors/staff vs. b) each pathway using a different way of registering engagement and having students access a tracking software. The first choice is more expensive and requires extensive coordination, but might result in more support and guidance. The second choice relies on motivating students and requires more outreach.

8. What specific MILESTONES need to be accomplished to implement the strategic activity and reach the identified outcomes and outputs?
   a. Find a “home” for the Pathways Program – who will own this program?
   b. Designate engagement activities for each dimension of the Pathway
   c. Identify specific learning outcomes and assessment plans and procedures
   d. Research software options. Identify and design a tracking mechanism and process
e. Create a Co-curricular Council
f. Create a campaign with University Marketing and Enrollment services
g. Educate and market to advisors and other relevant personnel
h. Market to students

9. Can some tasks be delegated to subgroups? If so what subgroups are needed? Who will lead the subgroup?
   a. Each pathway dimension is managed by a subgroup – leadership is TBD
   b. 

10. How and when will subgroups report to the larger strategic initiative group?
    TBD

**Strategic Initiative #2**

“The Division of Student Affairs will construct best practices in engagement and outreach to enhance student learning outcomes.”

Guiding Values:
- Increasing engagement participation, especially by underrepresented and first generation students
- Enhancing access by providing a more supportive and culturally competent environment, and simplifying processes
- Integrating outcomes with learning goals for graduates
- Streamlining engagement outreach

3 Strategic Activities

**Current focus:**
1. **Co-curricular Pathway** – see below and attached

**Future focus:**
2. **Multicultural Effectiveness (Resource Place),** to build inclusiveness, accessibility, cultural capacity building, challenge/support to students and faculty/staff. Connected to Group #5.
3. **Outreach/Community Engagement** – developing and growing reciprocal relationships and partnerships focused on attracting underrepresented populations.

**Co-Curricular Pathway Program**
This co-curricular initiative will serve as a student’s roadmap to success. The Pathways enable registered OSU students to access co-curricular activities that compliment what they are learning in the classroom. Engagement in the program assists students in meeting Learning Goals for graduates,
preparing for the ever-changing global market and becoming more competitive in the world of work and graduate studies.

The suggested activities for the Pathways are divided into four learning dimensions – see below. A student’s progress through the stages is tracked and displayed on a personal progress screen which can then be printed on behalf of the University as a Co-curricular Transcript. Students will receive support and encouragement from advisors and designated faculty and staff to participate and reflect on experiences. A depository for engagement opportunities will be established for each dimension. Students who complete the entire curriculum will receive recognition for their achievement upon graduation from OSU.

Four Pathway Dimensions

**Personal Wellness and Enrichment**

The goal of Personal Wellness and Enrichment Pathway is to be active in identifying and cultivating understanding of their personal development in wellness, intellectual, and interpersonal pursuits. Personal Wellness and Enrichment activities expand students’ competence in physical, intellectual, social, cultural, emotional, and/or spiritual needs. These activities will help students develop an awareness of and appreciation for their personal strengths, values, needs, and challenges that will guide future learning and development of healthy individuals.

**Connections to OSU Learning Goals for Graduates and Student Affairs Goals**

- **LGGs**
  - Self-Awareness and Life Long Learning
  - Social Responsibility and Sustainability
  - Critical Thinking
- **Student Affairs Goals**
  - Holistic Development (intellectually, physically, socially, culturally, spiritually)
  - Healthy Campus and Living

**Formats:**
- Participate in a student club or organization
- Participate at the Mind Spa
- Attend a StrengthsQuest Training
- Participate in Interfaith Community Service (IFCS) programming
- Meet with nutritionist
- Participant in a leadership class/course

**Global and Intercultural Engagement**

The goal of the Global and Intercultural Engagement Pathway is to develop opportunities for students to engage and explore authentic relationships across difference and identity oppression and privilege in ways that enhance student cross cultural fluency, increase self-efficacy and allow for a deeper commitment and appreciation to social responsibility, civic engagement, and community/global citizenship.

**Connections to OSU Learning Goals for Graduates and Student Affairs Goals**

- **LGGs**
  - Pluralism and Cultural Legacies
Social Responsibility and Sustainability

Communication
Self-Awareness and Life Long Learning

Student Affairs Goals
Holistic Development (intellectually, physically, socially, culturally, spiritually)

Formats:
- Educational outreach venues hosted at various Cultural Centers that emphasize opportunities for personal growth, leadership and research
- Cultural Programming and leadership opportunities for both domestic and international students
- On campus visitations by various communities (MI Familia, Chicanita Tour, African American Youth Conference) that engage OSU students and faculty in co/creating a learning experience

Career Development
The goal of the Career Development Pathway is every student will be transition ready when they graduate from OSU; meaning they have developed a vocational identity, confidence, adaptability and a network. Engagement activities focus on building critical awareness of self and vocational options, developing skills around professionalism, and establishing supportive and enriching relationships with people in their fields of interest.

Connections to OSU Learning Goals for Graduates and Student Affairs Goals
- LGGs
  - Self-Awareness and Life Long Learning
  - Competency and Knowledge in Multiple Fields
  - Critical Thinking
  - Communication
- Student Affairs Goals
  - Holistic Development (intellectually, physically, socially, culturally, spiritually)

Formats:
- Attend a career fair, graduate fair or nonprofit expo
- Attend a talk or seminar from an expert in your field of interest
- Attend a networking event such as an etiquette dinner or a conference
- Participate in an internship or co-op

Social Responsibility and Sustainability

The goal of the Social Responsibility and Sustainability Pathway is that every student explores and understands their ability and agency to envision and create a better world. This means that students will comprehend the way that their actions and decisions impact the people, environment and world around them. By fostering a connection to community and place, the Social Responsibility and Sustainability Pathway will develop students as stewards and active civic leaders who are able to critically examine how their knowledge, skills, and talents can contribute to fulfilling community needs.

Connections to OSU Learning Goals for Graduates and Student Affairs Goals
- LGGs
  - Social Responsibility and Sustainability
• Self-Awareness and Life-Long Learning
• Pluralism and Cultural Legacies

• Student Affairs Goals
  • Holistic Development (intellectually, physically, socially, culturally, spiritually)
  • Healthy Campus and Living

Formats:
• Participate in a student organization or club with a service-based mission
• Engage in on-going community service through consultation with the Center for Civic Engagement
• Attend a container gardening or sustainable cooking class put on by the Student Sustainability Initiative and/or the Human Services Resource Center
• Participate in an Alternative Break service trip
• Join the Dr. Martin Luther King, Jr. Celebration planning committee
• Lead a philanthropic event or program on campus
• Participate in Interfaith Community Service (IFCS) programming