

**Office for Adult Students Assessment Committee
Meeting Minutes
Wednesday, December 10, 2003, 3:00 p.m.**

Present:

- Brett Carter, Associate Director of Student Conduct, Committee Chair
- Brooks Graham, Director of Office for Adult Students
- Dr. Jen Day Shaw, Dean of Students
- Checka Leinwall, Associate Director of Student Life
- Dr. Ginger Karb, School of Nursing
- Lisa Flint, Graduate student

Leadership (part 3 of the CASHE standards) was assessed via a personal interview of Brooks Graham, Director. A summary of her responses are below. (Dan Kuoni will also respond to these questions in written format.)

1. How are you positioned within the OAS to accomplish adult program goals and objectives?

The OAS performs five kinds of assessments to determine students' "felt needs" and interests. From that, Brooks tries to determine what can be done, given staff and resources, to address those. She feels as well positioned as possible, and has felt a great deal of support and help in taking risks and learning.

2. Describe any formal education, training and/or relevant work experiences you bring to the OAS.

Brooks described her entry into student affairs as a "back door" entrance because she was moved into this division from enrollment services. She has many years of experience of exposure to adult students and their experiences, likely more than anyone at UNCG. She served on a committee in 1972 advocating for part-time/adult students. She has experience with the Radcliffe Graduate Center, elder hostel, admissions, and summer session. Brooks also has a "deep and sincere interest in the value of education."

3. Describe the OAS work environment.

Brooks is very happy with the office's "plush, new" quarters, and its accessibility to students. She feels a lot of support, leeway, trust in the office and opportunity for creativity. Students are attended to first and foremost; if a student comes in or calls other tasks are dropped. Brooks would like to have a front desk staff member who can be a combination of a nurturer/people-person and a quick thinker. (Currently front staff is often a student or a temporary staff.)

4. What personal attributes do you bring to the unit?

Brooks described herself as an Ear (in terms of advocacy and for students), a Funnel (receiving information and making the appropriate connections), a Sifter (determining what is representative of adult students v. individual students), and a Representative for adult student

matters in many settings (some discomfort with this because she does not want to be the only "owner" of adult student issues and information). She has a "profound respect" for what adult students have to deal with. She is persistent and committed to resolving issues.

5. What accountability measures are in place to determine if you are meeting the needs within the OAS?

- Evaluations of each program/function
- Weekly meetings between Brooks and Jen Day Shaw
- Formerly weekly meetings with staff (Dan), now communicate best with written lists/deadlines

6. Describe how your job performance is assessed.

Annual performance review. (Brooks' classification is an EPA non-teaching faculty.)

7. What is your role in the management of resources to achieve the program's missions?

Brooks is responsible for managing OAS resources/budget. Regular meetings to allocate funds (fee-based and state-based funds), review and update the office budget.

8. How is the OAS's vision articulated?

The OAS vision is still evolving. Initially it involved education on the office's purpose. Brooks said she feels most people don't know what OAS does, but the office is relatively new and more active programming has occurred only in the past 1-2 years. There is progress to be made in this area.

9. What professional development opportunities are available to you?

Few have provided much help or direction. Brooks is a member and on the board of North Carolina Adult Education Association, but this has mainly evolved to serve private, for-profit institutions, and not centered on student affairs adult student offices. She attended the national ANSHE meeting but has some concerns about the relevancy. Some areas of need seem to be addressed in various organizations but adult student services is not the key focus.

10. Describe your timeline for evaluating programs?

There is currently no regular evaluation, such as yearly, of programming. OAS may use an adult student survey developed by ACT as a baseline and a comparison against other adult student services programs.

11. Describe the system of communication with OAS?

Brooks and her staff member have worked out a communication system that works for their work & communication styles. This often involves written communication instead of verbal.

12. Describe your interactions with professional colleagues, staff members and other institutional constituencies?

Brooks described this area as a shortfall, and she sometimes feels limited by office staffing needs (ability to leave the office). She does not have a specific pattern or strategy for communication of this type but does reach out for info for students and is not shy about pursuing information or questions.

13. What measures are in place to evaluate internal/external conditions that inhibit program achievement?

OAS could do more with increased staff, budget, etc. It is often difficult to assess work because she is often using self-evaluation (due to office size), but does question function and effectiveness of office regularly. Brooks does not really feel many barriers in terms of limits to what she can do or try.

14. How does OAS respond to the changing needs of adult students?

Brooks wondered if/how adult student needs are changing, and seeks out this information. She reads various publications pertaining to adult students, such as items in the Chronicle or the NTASN (Nontraditional Adult Student Newsletter), but finds little of much practical value for her office. She often finds very theoretical or abstract work on the adult learner.