Friday, January 15, 2010  
SELO Roundtable

Opening – Jeffrey Barnett  
This meeting is a response to the feedback from the last SELO roundtable meeting in October 2009. The staff members felt two meetings should be held per semester, one at the beginning and one at the end.

Presentation 1

Student Employee Learning Outcomes
Self-Assessment
Dominique Barone
Campus Residences

- Dominique Barone distributed a SELO assessment handout which she created and covers all 8 learning outcomes
- Student employees determine which option under each category applies to them and provides an example to reflect the chosen option
- The results can be tallied and a scoring key is provided to determine the student’s level

Implementation:
- Introduce, distribute, collect
- Determine if a one on one or group workshop should be conducted
  - Individual one on ones – discussion, explanation, brainstorm
  - Group workshop – Kohlberg’s stages, discuss/share examples, conclude with confidentiality equals a social contract for ethical reasons (post conventional)

Discussion
- Dominique used handout on her 10 office assistants and is planning on moving onto the second step
- There is a scale used to determine where students are instead of using solely observations
- Dominique feels that a lot of her office assistants are on a level two and few are on a level 1
- All 8 areas are included in the assessment sheets
- Assessment website will be available on February 1st with SELO resources and Dominique’s assessment sheet
- A list will soon be available with all student employees across student affairs
Presentation 2

Continuing Voyages of SELO: One Department’s Journey
Howard Gunsten
Director of SAC Facilities & Union Operations

- Emotional and physical journey to get to where they are today
  - The lessons learned
- Terms – studying the distinctions lead to the discovery of more learning outcomes
  - Student Learning Outcomes – broad
  - SELO – narrow (specific to student employees)
- Managers/supervisors must now teach, purposeful interactions with students
- Used handout at student staff training; bi-weekly staff meetings
- Observations – on the job, at meetings, one on ones
- Evaluation – how was the experience?
  - Not interested on levels but the experience
  - How students handled it
  - What students thought
- 2 Themes Emerged
  - Learning opportunities happen naturally everyday
  - Different employees learn at different levels
- Fall 2009
  - Felt more comfortable with SELO
  - Assessed efforts during June 2009 retreat
  - Support system
  - Some staff members were excited and some not
  - 4 domains with 8 learning outcomes
    - About intellectual and practical skills
- What other interactions are there with students?
- What can students learn?
- Mission Statement Changed – included “learning” (SAC & Union)
- Hired interns
  - Gave them topics and asked what they learned at the end of the experience
  - Learned 21 self-identified skills
    - Ex: marketing, communication, organization, time management
  - Was this a result of the internship?
- Next steps?
  - Employees at varying levels of development
  - Learning across domains
  - Connecting observed development with employment experience
  - How to incorporate more of these domains?
    - Dominique’s handout touches all of the areas

Discussion
- Students’ resumes show improvement
- Howard Gunsten’s process is very structured and organized
  - Bi-weekly meetings, as supervisors notice individual moments – they act on it-discuss it
Facility managers observe and describe, take notes and discuss them monthly
- Notes are kept separate from employee file; formal conclusion during time of evaluation
- Performance vs. learning
  - Notes used for tailoring training and learning for following year
- SELO – being aware of student staff level
  - What can you offer as a learning basis
  - Make students aware of their skills – cognitive pathway
- Everyone (supervisors) is a teacher towards student employees through every interaction – inescapable/unavoidable
  - But what are you teaching?
  - Supervisors are now aware of what they are teaching through SELO
  - Ex: discussion with students about how vacation time operates in the work force
- Give students information and skills to use when they leave SBU
- More meetings makes SELO easier to grasp

Closing – Jeffrey Barnett

- Dominique’s method is useful
- Any other methods?
- Groups
  - Present scenarios and how to solve them
  - Assess answers at the beginning and end of the semester
  - Observe actions throughout the semester
  - Examine how employee grew and discuss it with them
- Assessment at beginning of employment
  - Gives student an idea of what is going to be looked at – no mystery
- SELO level 2 is very broad
  - Bigger jump from level 2-3 than 1-2
- Provide examples of behavior depending on department
  - Descriptions are vague and needs to be molded to each department
  - Ex: is confidentiality more important in your department?
  - Provide examples of how each learning outcome applies to a certain department
- Look at if there is leaning from one level to the next
  - Not how broad it is or if they are completely a 2 or 3
  - Can be a high 1 or low 2 etc.
- Most people do not get to a 3
- SELO – aspiration (for the supervisor) to be a catalyst to growth and development
- As discussions grow, more round tables will take place with different presenters
  - Each department/supervisor’s approach to SELO
- Will try to have a SELO round table at the beginning and end of each semester