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November  
Newsletter

### Message from Kevin:



### A Time of Thanksgiving

Several years ago, I came across an editorial cartoon in the newspaper that depicted the Thanksgiving turkey being run over by a tractor-trailer driving Santa Claus with Christmas boldly emblazoned across the grill of the truck. The message was simple yet powerful—we tend to rush through Thanksgiving driven by the ever-increasing commercialization of Christmas. Although the pressure to do this is intense, we do have a choice in the matter. In 1 Thessalonians 5:18 we are encouraged to “Give thanks in all circumstances; for this is the will of God in Christ Jesus for you.” It seems to me that Thanksgiving is a wonderful time to “give thanks” and to do so in number of visible and not so visible ways. I know those who keep a gratitude journal; others who write notes of encouragement; and still others who extend their time in prayer both thanking God for His blessings while lifting others up who are in need. The workplace is another opportunity to practice our thankfulness, especially as we interact daily with our students and colleagues during what can be a challenging time of the semester.

During this Thanksgiving season, I encourage you to take time to reflect upon God’s blessings and to act upon blessing others as you are so led. I know as I do this, I am more fully aware of how God has blessed me with the opportunity to work alongside you at a university where our focus is on equipping the next generation of leaders and servants to impact the world for Christ.

Thankful for all that you do for the students of Baylor University,

Kevin



### Outdoor Adventure Fall Break Multi-Sport Adventure

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One of the big themes these days on university campuses is retention. Our Fall Break trip was a fine example of student retention. We have been fortunate to build many relationships throughout the years through our shared experiences in the outdoors with our students, and they keep coming back for more adventure. Some people have been involved with OA for a semester and others for 6+ years.

The following is a breakdown of our returning students/staff:

6 students from Outdoor Adventure Line Camp 2011-2012-

- Gabby, Elisa, Sara, Marina, Brad, and Cary. They all have expressed interest in being OA Line Camp leaders for us in Colorado next summer.

2 students that have worked for us as OA Line Camp leaders, at the Marina, and the Rock-

- Taylor and Natalie. They both signed up from positive experiences with us on past trips, not just because they work for us. They feel a part of a community of friends that have similar interests in the outdoors and also enjoy learning more about themselves by stretching their boundaries.

2 exchange students from Germany-

- Andy and Christoph. They loved all the different activities that we had to offer and were excited to push themselves to be challenged. They had such a great time they have signed up for our upcoming Rock Climbing Reimer's Ranch trip on November 10th. The theme of retention continues.

4 Student Guides that work for us in all aspects of outdoor adventure-

- Jacob began as a participant on an Outdoor Adventure Spring Break. Now he is our head Student Guide, our Rental Room Manager, Rock staff, and savvy bike shop technician. He has co-led a Spring Break trip to Florida and has led an Outdoor Adventure Line Camp in Colorado. We have enjoyed watching him grow into a leader and mentor of other students. He graduates in December, and we will miss him for sure.
- Andrea began as a Rock staff that can't get enough of outdoor adventure. She began to work for us at the Marina and Challenge Course. Her hard work and commitment to excellence coupled with her desire to tell others about Baylor (Chamber member) that we knew we had to have her as an OA Line Camp leader. After she led those trips, she wanted to be a part of the Student Guide Program, and we could think of no one better suited for the task.





### Outdoor Adventure Fall Break Report (*continued*)



- John is our youngest student in the Guide Program. He loves everything outdoors, and we saw him every day his freshman year climbing at the ROCK or somewhere in a hammock around campus. He has a passion for sharing his love of adventure, heart for the Lord, and genuine interest in the growth and well-being of our students. He has led our Outdoor Adventure Line Camp in Colorado too. We look forward to working with him and seeing him grow into an amazing leader.

- David is a student we have wanted to be a part of the guide program for a while. He has worked as Rock Staff and recently become the head route setter for the Rock. His desire to grow in his outdoor technical skills and love of teaching others made him a great fit for our Student Guide Program.

Our two other staff members-

- Daniel and Lisa Jepson. Dan began his time with OA as a Rock Staff, later a route setter, then shift leader. We saw a lot of potential in him as a leader. When he applied for his master's program in engineering, we wanted him to be our GA for the Rock and to help lead trips. He has done a marvelous job putting systems into place to help with Rock procedures and the hiring and mentoring process of student staff. Along the way he met his bride Lisa. She was a former OA Rock staff leader as well. He is currently our Marina Manager as Lisa finishes her master's program this semester. Dan will move on to engineer great things this spring. He will be truly missed.



Now for what we actually did on the trip: We began with a drive down to Enchanted Rock Thursday evening, arriving just before 10 p.m. The students had the pleasure of setting up the tents in the dark. It was great to have so many returning trip participants to make the process simple. Dan and I made some convincing arguments that getting up for the sunrise on top of Enchanted Rock would be one of the most memorable experiences in their college career. The students agreed to a 5 a.m. wake up, and we tore down our tents and headed up the granite dome under the cover of darkness. When the sun began to rise, we had the students spread out a ways apart and spend 30 minutes in silence praying, journaling, meditating, and thinking about what was on their hearts and just be still for a half hour. The sunrise was glorious as usual with quartz speckles reflecting the sun's radiance in the giant pink granite monolith. If you have not been to Enchanted Rock, it is truly a special place in Central Texas. We enjoyed climbing the rest of the day and teaching our student guides the best practices of safe climbing anchors.

Next on our adventure list was whitewater kayaking, so we packed up and drove down to San Marcos. That evening we settled into camp, had a wonderful meal, and stayed up late hanging out and telling stories. The next day, Cody Schrank, Assistant Director and former GA for Outdoor Adventure, came down pulling a kayak trailer packed with 16 kayaks, 1 canoe, and 9 stand up paddle boards. We all cheered as he pulled in, knowing we had a day full of adventures.





### Outdoor Adventure Fall Break Report (*continued*)

#### Upcoming Events

Thanksgiving Break  
November 21-25

Women's Basketball  
vs. Liberty  
November 23

Football  
at Texas Tech  
November 24

Christmas on 5th  
November 29

Football vs.  
Oklahoma State  
December 1

Last Day of Fall  
Classes  
December 3

Dead Days  
December 4-5

Final Examinations  
December 6-12

in store. After unloading the trailer and discussing safety measures, we were off onto the beautiful San Marcos River to test our mettle on rapids. The students had a blast learning new skills and many of them flipped (and were safely righted) while pushing their limits. It was great to see the progression in learning from the beginning of the day on through the end. That night we cooked dessert over the fire in Dutch ovens and listened to the Baylor game on the radio late into the night.

The following day we split our time between Mountain Biking at the Purgatory trail system in San Marcos and stand up paddle boarding from the headwaters of the river to Rio Vista Falls. The weather was perfect: a little cool and crisp in the morning and sunny throughout the day. Students had the opportunity to see fish and turtles in the crystal clear spring fed waters of the San Marcos River. After lunch we all played in the waves and waterfalls at Rio Vista. Arriving back at Baylor, we spent a few minutes debriefing the experience with all the students. Some common highlights and sentiments for the trip were: 1) taking the time to exhale, think, and pray in silence during the sunrise; 2) cooking meals together and sharing adventures with really fun people; and 3) getting to know other students in a different environment.

We shall see how many of these students we see on future adventures!

-Mark

*Mark is the Coordinator for Outdoor Adventure. He brings an incredible amount of knowledge and experience to OA. Mark enjoys almost every outdoor pursuit imaginable—so on any given day you can find him climbing, biking, hiking, fishing, paddling... or trying a crazy new combination of the above. He will never cease from exploring God's amazing creation.*

To see more pictures of our Fall Break Adventure, go to [tinyurl.com/BUOAFallBreak](http://tinyurl.com/BUOAFallBreak).

Also please "Like" us on Facebook!





# BAYLOR

Division of Student Life

## Student Life Spotlight

**Ford Parsons**  
SLC Lifeguard and  
Baylor Crew Head Coach



**Major**  
Mechanical  
Engineering

**Classification**  
Junior

**Hobby**  
Camping and  
rock climbing,  
especially in  
the Wichita  
Mountains of  
Oklahoma

**Favorite Verse**  
"Be still, and  
know that  
I am God."  
Psalm 46:10

## Club Soccer Success

The men's and women's club soccer teams will be competing in the National Intramural Sports and Recreation Association National Championship Tournament this week in Memphis, Tennessee. The women's team is in the Championship Division, and the men's club team is in the open division.

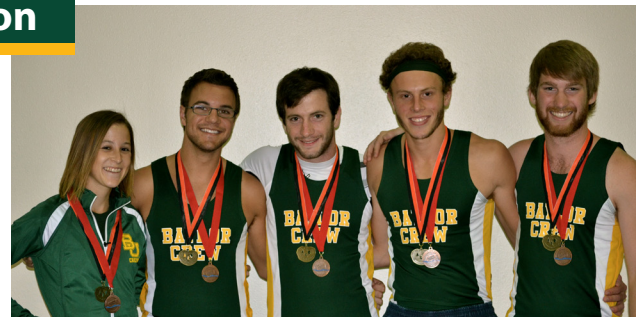
The women's team is coached by Campus Recreation Graduate Assistant, Keegan Gumbs, who is pursuing a degree in sports pedagogy. They qualified for Nationals by being co-champions of the regional tournament. Their season record was 5-1-1.



## Baylor Crew: A Record Season

Baylor Crew made history at the nation's second-largest regatta last weekend in Chattanooga, Tennessee, taking home a bronze medal at Head of the Chattahoochee in the Men's Club & Collegiate 4+ division.

The men's 4+ (with coxswain Emily Guberman and rowed by Adam Visconti, Jason Breslin, Marcus Appleyard and Zander Leeke, pictured right) was the first Baylor boat in history to place at Head of the Chattahoochee. In this race, they competed against 37 other crews and beat rowers from other universities including Duke University and Vanderbilt. The Men's 4+ that medaled in Tennessee also took home a gold medal at the Head of the Colorado (Pumpkin Head) regatta on October 27 in Austin.



Freshman Marcus Appleyard from the winning Men's 4+ said, "Nothing could halt the determination engraved in our minds. With one of the most supportive student coaching staffs and the support of our fellow rowers, we owed it to Baylor Crew to place. We owed our team a full-hearted triumph."

Crew also placed 3rd in Men's Club & Collegiate 4+, 4th in Women's Club & Collegiate 4+ and 6th in Women's Novice 1X while in Tennessee – all record wins for Baylor University. "BU Crew beat better-financed teams with full-time professional coaches. It would have been amazing enough that BU Crew beat the University of Texas at Austin and Texas A&M University in Austin. But then to win against so many other well-known Crews from throughout the country in Tennessee – priceless!" Senior Lecturer Cassy Burleson said.



### Baylor Crew: A Record Season *(continued)*

Two other men's boats (one 8+ and one 4+) entered the championship division. "Our goal is that Baylor Crew will be a reputable team on par with those of NCAA status—so Crew entered boats



into more challenging divisions (i.e., the Men's Championship division)," said Crew head coach Ford Parsons, a Baylor junior.

In total at the Head of the Chattahoochee, Crew entered three 4+ boats, four 8+ boats, and one single scull. Recalling the four victories claimed in Austin, Baylor Crew ends the season with a total of five medals: two gold, one silver, two bronze.

"My rowers confirmed their vigor and strength with each stroke. They competed to win—and excellence comes with persistent training and resilience, all of which they have officially displayed this season," Parsons said.

Burned, blistered, bleeding, but unbowed, Baylor rowers left Tennessee with a first-time record, proving themselves competitive in the nation's rowing community.

"In the spring, BU Crew plans to continue its path to greatness with the entry of mixed-sweep and double-sculling boats. We want BU Crew to become recognized as the team to fear—the team to beat," Parsons said.

### Campus Kitchen Turkeypalooza

The Campus Kitchen at Baylor University is currently holding its annual event Turkeypalooza now through November 19. Like many other service events during this time of the year, Turkeypalooza aims to provide families with a traditional holiday meal. However, what makes Turkeypalooza unique is the manner in which families receive their Thanksgiving dinner. Turkeypalooza provides each family with a "basket" containing a frozen turkey, pie, rolls, vegetables, and stuffing. The family member who picks up the "basket" is able to bring the food home to his or her family where they may prepare the meal themselves. Turkeypalooza is more than providing a meal; it is providing a means for individuals to care for and support their families.

Each "basket" of food costs \$35, and members of our community are encouraged to make either monetary or food donations to help their neighbors in need. More details on donations and drop off locations can be found at [www.baylor.edu/campuskitchen](http://www.baylor.edu/campuskitchen). The Campus Kitchen will be sorting and purchasing food items starting next week. Their goal is to provide 150 "baskets" for families in need in our community. Visit the Baylor University Campus Kitchen website or email [MaryKatherine\\_Leslie@baylor.edu](mailto:MaryKatherine_Leslie@baylor.edu) to find out how you can be a part of this special opportunity.

### East Village Update

The top-right picture shows the Engineering & Computer Science Residential College with the Dining Commons in the foreground. The Dining Commons is on schedule to be to its dry-in stage by early December, with the ECS Residential College scheduled to be at that stage by the middle of December.

The Science & Health Living-Learning Center is shown in the bottom right picture with most of the roof line complete and with its brick work at a substantial point.

The construction cranes on both residential buildings are slated to be removed by mid December.



### Residence Hall Renovations

Campus Living & Learning is working with Facilities, Planning, and Construction and KSQ Architects to develop conceptual drawings of a refurbished South Russell residence hall. The refurbishing currently will include new study rooms and community spaces on each floor in addition to a classroom, large lounge, game room and fitness room in the basement. The main floor will include some offices, a conference room, a community kitchen, a reflection/prayer room, and an apartment for a faculty-in-residence, hall director and resident chaplain. Once South Russell is completed the plan is to refurbish North Russell and create a community with males and females in separate buildings and a strong educational environment.

### Presentations

Dr. Emma Wood from the Counseling Center traveled to the National Eating Disorder Association conference in St. Petersburg, Florida, to present on a panel discussing eating disorders on college campuses. She was also presented a talk, Feminist Therapy Perspectives on Women's Health in the Prevention and Treatment of Disordered Eating as the guest professional development lecturer at Rosewood Treatment Center in Wickenburg, Arizona.

### Spooktacular Zumba Mash

The Fitness Department hosted the Spooktacular Zumba Mash on Wednesday, October 31, from 5:30 to 6:45 p.m. Over 200 students turned out for a fun and fit time with several in their best Halloween costumes.

The picture below is of the Baylor Group X instructors all dressed and ready for the big Zumba Mash!



### Fall Fitness Challenge

The Baylor Fitness Department hosted the annual Fall Fitness Challenge during the week of November 5-9. The prelims events consisted of one minute push-ups and one minute sit-ups. The top 10 male and 10 female participants advanced to the finals on Friday, November 9.

The events for the finals were agility sprints, chin hang (women) and pull ups (men), and obstacle course. Congratulations to this year's winners Sarah Groman (Baylor Rock Staff) and Misael Reyes (Baylor Fitness Staff)!





# BAYLOR

## Division of Student Life

### Women That Soar Awards

Van Davis, pictured right with Joey Fatone of 'N Sync and the *Dancing with the Stars*, attended the Women That Soar Awards ceremony in Dallas on November 10. Dina Dwyer of the Dwyer Group and a Baylor alum was the recipient for the Women That Soar Business Award.



### Intramural Sports Update

Baylor Intramural Sports is wrapping up the 2012 Fall semester and is currently in the middle of Flag Football and Table Tennis playoffs, with 74 and 38 competing respectively. The spring semester is set to kick off with 5v5 basketball and Co-Rec Wallyball beginning on January 22nd. Thanks to everyone who has supported the intramural program so far this year!



Congratulations to following recent Baylor Intramural Sports champions:

Wallyball

Men: Kappa Sigma Fraternity

Women: Pi Beta Phi Sorority

### Housing Opportunities

Fall 2013 Housing Sign Ups have already begun. Living-learning program participants started a few weeks ago, with student interest being very strong. Non-LLP participants will begin their process on November 26 and through February 1, 2013. For more information, visit [www.baylor.edu/cll/signup](http://www.baylor.edu/cll/signup).

*The Baylor Experience is On Campus*

"The addition of on-campus apartments gives you a feeling of being on your own with your own space..."  
LAURIE VAN DYK | NORTH VILLAGE

"The best part about living on campus is the convenience to other buildings on campus."  
PATRICK SCHMIDTKE | BROSIE'S PLAZA

**LIVING IN A CAMPUS COMMUNITY MEANS YOU ENJOY:**

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- SECURITY
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and learn more about each housing option, including room and suite layouts, amenities and apartments. Visit [baylor.edu/cll/signup](http://baylor.edu/cll/signup).

**BAYLOR UNIVERSITY**  
CAMPUS LIVING & LEARNING

**JAN 7**  
SIGN UP BEGINS





### Update on the Assessment of the LEAD LLC

The concept behind a living-learning community (LLC) dates back to the experimental college at the University of Wisconsin in the 1920s, a decade when pragmatism and progressivism formed the zeitgeist of education (Smith, 2001). Living-learning communities, or LLCs, are created to bridge the divide between social and intellectual development in a university setting. Recent research has demonstrated that participation in an LLC is associated with higher academic performance and a higher degree of satisfaction with the college experience (Zhao & Kuh, 2004). The LEAD—LLC seeks merge social and intellectual development through curricular and extra-curricular programming focused on leadership development within a residential setting.

To assess the effectiveness of the LEAD-LLC, we first need to establish whether incoming LEAD students differ from the general Baylor population on certain aspects of leadership development. We hypothesized the two groups would not differ and decided to test this with a scale designed to measure leadership development in college students. The scale we used, MSL, is currently being used in the Multi-Institutional Study of Leadership, which is an ongoing study at the University of Maryland.

When choosing a scale for a study like this, several things must be considered. The first is reliability, which is important because we will be measuring the LEAD students repeatedly to track leadership development over time. If an instrument is not reliable, then we will never know if the change in results over time is related to changes in the students or the unreliable results of the instrument. The MSL, the scale we are using, has reliability estimates over .73 on all subscales with most subscales demonstrating reliability in the eighties. This means we can be reasonably certain that changes in subscale scores over time reflect changes in our students' leadership development.

In addition, we need to check the validity of the scale. Validity is important because it tells us if the scale will measure the construct of leadership development in the population of interest. In our case, the population is undergraduate college students. The validity of this scale for measuring leadership development in undergraduates has been established through a number of validity studies. These studies supported the factor structure of the scale, which is nothing more than an explanation of how the items are related to each other and to leadership development. Since this scale was used in multiple studies at colleges in the United States, we can feel reasonable certain that it actually measures leadership development in undergraduate populations.

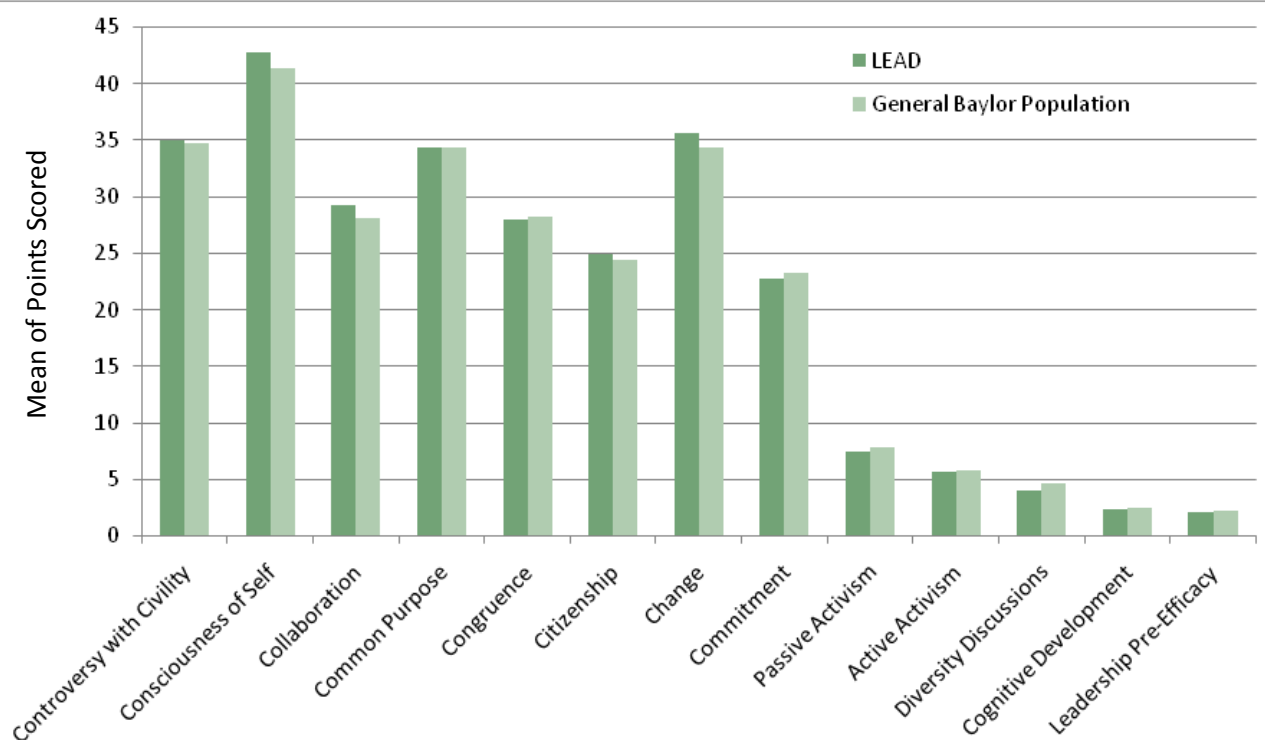
We administered the MSL, which is the scale discussed above, to first year students in the LEAD-LLC and to a matched sample of students from the general population in late September 2012. The students completed the scale through BaseLine. Once the results were in, the subscale scores for the MSL were created and tested to see if the two groups differed. As hypothesized, the two groups did not differ significantly on any of the subscales or on the total score for the MSL. The graph below shows the results from each subscale.





### Update on the Assessment of the LEAD LLC (*continued*)

Comparison of LEAD and General Baylor Population on Elements of Leadership Development



Note: Bars show mean of each element of leadership development. For example, the maximum possible on Controversy with Civility is 44 points and the maximum for Collaboration is 37 points.

The graph doesn't allow us to make comparisons between the scales, but does give a visual representation of each scale by the groups tested. For example, Controversy with Civility, which measures a participant's respect for differences in opinions and viewpoints, shows a total of 35 for the LEAD students and 34 for the general Baylor population. This is a high average for both groups, but each group has room for improvement because the maximum total possible is 44. If you wanted to compare this to Diversity Discussions, you could but not with the information on the current graph. The maximum total for Diversity Discussions is 24, so while students from both groups have similar totals on this aspect of leadership development, you can't compare the amount of Diversity Discussions to Controversy with Civility.

This may seem like an academic discussion; but in the case of our results, it is very important. We hypothesized no difference between the groups, so we measured and reported that information. We will report on how the different subscales of the MSL are related, but that wasn't the purpose of this part of the study. The purely academic part of this discussion applies to every assessment study we conduct in Student Life because it shows the value of intentional planning! Additional information can be gathered from any assessment study, but it is extremely important that the study be designed to answer the original assessment question. More results from this study will appear in future volumes of the Student Life newsletter.

Please feel free to contact Jennifer Massey, Tracey Sulak, or Shelton Lewis for more information about the study.



## Division of Student Life

### Update on the Assessment of the LEAD LLC (*references*)

Smith, B. L. (2001). The challenge of learning communities as a growing national movement. *Peer Review*, 3, 2-4.

Zhao, C., & Kuh, G. D. (2004). Adding value: Learning communities and student engagement. *Research in Higher Education*, 45, 115-138.

### Professional Development Update

As the Division of Student Life continues to develop intentional assessment plans, the assessment committee will be offering professional development on every phase of the assessment process. The most recent workshop, *An Overview of Assessment Methods*, provided participants with alternatives to the common survey for gathering data. The methods were classified as either qualitative or quantitative, depending on the data gathered.

When gathering quantitative data, most people immediately think of the common survey. Surveys can be as simple or as complex as the assessment project requires; but in many cases, the survey does not provide all of the assessment information sought. For example, in the middle of the *An Overview of Assessment Methods* workshop, it would have been impractical to administer a survey to gather data on the pace, content, and instructional delivery of the materials. Instead, we used a "clicker" method, which relies on texting and cell phone technology, to get immediate and unobtrusive feedback. This also provided data for a formative assessment and allowed us to customize the content, pace and delivery for the participants in this particular workshop. The use of clickers for formative, informal assessments can help personalize any training, presentation, workshop, or meeting.

To support and understand the numerical data gathered to assess student learning, we often want to collect qualitative data. The problem is that many people are not trained to collect and analyze this type of data, which often translates into an avoidance of this rich and varied methodology. Qualitative data may take longer to collect and analyze, but it provides a valuable insight into the processes and stories that underpin simple survey data. During the workshop, familiar qualitative data collection methods, such as interviews and focus groups were discussed, but other less familiar types were introduced as well. A simple means of collecting informal qualitative data is a one-minute summary. This is helpful when assessing a presentation or workshop because participants are asked to summarize the content and quality on a notecard or through a texting poll. The presenters can do a quick thematic analysis and determine whether the main points of the workshop or presentation were clear to the participants. This technique can also be used during a scheduled break to help the presenters customize the remaining time to better fit the needs of the participants.

The techniques discussed here represent the tip of the iceberg of assessment methods. If you would like more information on any of the techniques in this column or would like a copy of the presentation, *An Overview of Assessment Methods*, feel free to contact me. Student Learning and Engagement is happy to help you with any assessment project and if you would like a specific type of professional development for your department, please let Tracey Sulak, Coordinator for Student Life Assessment know!





## Division of Student Life

### Updates From Your Assessment Committee

The Assessment Committee for the Division of Student Life was excited to have Dr. Michael Matier and Ashley Thornton speak at our last two meetings. Both individuals bring a unique perspective to assessment and offered advice on utilizing existing support networks outside Student Life to improve and streamline our assessment processes.

Dr. Michael Matier currently serves as Baylor's Vice Provost for Institutional Effectiveness. The Office of Institutional Effectiveness helps direct university decision-making by relating current programs to the new strategic plan, *Pro Futuris*. Dr. Matier oversees Institutional Research and Testing, administrative and academic assessment, and substantive change as a part of monitoring progress towards the outcomes of *Pro Futuris*. His message to Student Life and the Assessment Committee was very clear: Do not assess for the sake of assessment. He emphasized intentional assessment directed at continuous improvement of services and focused on meeting learning outcomes for students. Dr. Matier also suggested utilizing the Office of Institutional Effectiveness to assist with assessment needs. His vision for divisional assessment is a unified approach where assessment for CAS and SACS is also used for improving the services we offer for students. Part of this vision includes services offered by Ashley Thornton.

Ashley Thornton serves as Baylor's Director for Continuous Improvement and works with Dr. Michael Matier in the Office of Institutional Effectiveness. She is responsible for helping the university meet SACS accreditation, which requires each of our "units" to show continuous improvement towards specific student outcomes. Ashley shared the three main components of a SACS report: 1) identify outcomes; 2) relate outcomes to mission; and 3) present evidence of continuous improvement. Our committee was most appreciative of her discussion concerning the definition of a unit. As SACS defines a unit, it can represent any level of the organizational tier, such that a unit may represent a department, a program, or possibly even a division. This simplifies the process of collecting data and creating a long-term assessment plan. When we create long-term assessment plans, we are laying out a longitudinal procedure for showing continuous progress. The unit must show continuous progress, but that does not mean the unit should be measured every year. For example, if the assessment portion of Student Learning and Engagement was assessed in 2012 and we found a flaw in how we report data, we could implement changes in this area. The changes could be assessed in 2 years to measure continuous improvement and to close the assessment loop. Then, this cycle could be repeated as a part of a longitudinal assessment plan and the results could be used for SACS reports because it would show continuous improvement.

The message from both speakers was:

1. Use intentional assessment.
2. Tie assessment outcomes to broader institutional outcomes.
3. Use assessment data to make meaningful changes.
4. Know and use the available assessment resources.

As usual, if you have any questions or would like to discuss ways to improve your current assessment practice, feel free to contact Jennifer Massey or Tracey Sulak. Like the Office of Institutional Effectiveness, Student Life Research and Assessment is here to help you.



### Student Leader Strengths Session

The Office of the Dean for Student Learning and Engagement was pleased to offer a review session on Strengths for students serving as Peer Leaders and LEAD Mentors on Friday, October 26, in the Bobo Spiritual Life Center. This discussion-based session provided students with the opportunity to learn more about their individual Strengths. Student Life has utilized Gallup's Strengths curriculum since 2000 to help students understand and implement their individual calling. The session was facilitated by Dave Kennedy, Assistant Director of Administrative Services, Campus Living & Learning.

Peer Leaders and LEAD Mentors are responsible for meeting with first-year students and guiding them as they transition to a university setting. In order to excel in this role, Peer Leaders and LEAD Mentors need to be knowledgeable about their individual strengths and how they impact their interactions with others. To help leaders and mentors improve these connections, the group discussed how Strengths manifest themselves in everyday life, how knowledge of Strengths prepares and equips one to work with more effectively with others, the "shadow side" of Strengths, the four Strengths domains, and how one's Strengths can change over time.

Junior Peer Leader Jaclyn Young stated, "I thought it was really good to see that all of my Strengths really do connect together. At first wasn't sure about where they (Strengths) influenced my life but now I see that I really do go to a lot of my Strengths to do certain things." She added, "I think it was really cool to see how everything tied together." Junior Peer Leader Elizabeth Yuan added, "I enjoyed being able to reflect. I think that, as freshman, we come in and are given our Strengths and we don't really talk about them. The session was my true first time to talk about my Strengths and what they mean to me and what they mean to others also."

For more information about the Peer Leader Program, please contact Jennifer Massey or Scott Shepherd.





# BAYLOR

## Division of Student Life

### November SLC Hours

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
18	19	20	21	22	23	24
1pm-Midnight Marina Closed	6am-Midnight Marina Closed	6am-6pm Marina Closed	CLOSED Marina Closed	CLOSED Marina Closed Thanksgiving	CLOSED Marina Closed	CLOSED Marina Closed
25	26	27	28	29	30	1
4pm-Midnight Marina Closed	6am-Midnight Marina Closed	6am-Midnight Marina Closed	6am-Midnight Marina Closed	6am-Midnight Marina Closed	6am-10pm Marina Closed	TBA BAYLOR FOOTBALL vs. OSU TBA TBA

### New Staff



**The Counseling Center** is pleased to announce **Dr. Melanie Illich** as **Staff Psychiatrist**. Before coming to Baylor, Dr. Illich had been in private practice in Waco for over 15 years. Prior to that, she attended Texas A & M College of Medicine and completed her residency at Baylor College of Medicine in Houston (1995). Dr. Illich has a daughter who is a junior in high school. Her daughter is an avid competitor in track and cross country. Dr. Illich has three dogs that she adores. Finally, she enjoys swimming, reading, and time with friends.

