

Student Affairs Strategic Plan for Assessment

Submitted: September 2012

Introduction

In October of 2010 the Vice Provost for Student Affairs charged a committee comprised of six staff members representing Student Affairs and Institutional Research to “provide oversight and leadership for assessment efforts across the division.” Specifically, the committee was asked to create a strategic plan for assessment within the division that would coordinate the assessment processes and support evidence-based decision making within the division. This plan will also lay the foundation from which a culture of assessment will be built within all Student Affairs departments.

Prior to the formation of the Student Affairs Assessment Committee (SAAC), a significant amount of data was being collected by individual departments within the Student Affairs division which was being used locally to inform decisions about programs and services. A more coordinated and systematic effort at the divisional level was desired to assess trends in student learning and engagement across the student population, and to streamline and provide assessment support resources at the departmental level. By building a sustainable and systematic assessment process encompassing individual efforts, and new division wide efforts, more reliable information grounded in evidence will be available to guide decision making at the divisional level. This is critical in order for Student Affairs to continue to strive to provide the best educational experiences and opportunities for Lehigh students.

The Lehigh University Division of Student Affairs Assessment Plan includes the following elements:

1. Divisional assessment philosophy
2. Definitions of key assessment terminology
3. Overall divisional assessment strategy
4. Divisional resources and accountability

The following strategic plan for assessment will serve as an outline that formalizes what assessment means to the division, how assessment is systematically conducted by the division, and when and what strategies will be used to foster competence and accountability for assessment.

Divisional Assessment Philosophy

Nationally, assessment within Student Affairs has begun to emerge in a prominent way as illustrated by both the American College Personnel Association (ACPA) and the National Association of Student Personnel Administrators (NASPA). Both organizations have created scholarly journals, multi-day institutes and specific conference tracks designed to help professionals and institutions understand the need for assessment and the benefit it can provide with regard to enhancing student learning, divisional decision making and overall resource allocation.

At Lehigh, as stated in the Student Affairs strategic vision, "the living and learning environment should inspire, challenge and support students to achieve their full potential as individuals, as members of the Lehigh community, and as citizens of a larger society."

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The division also seeks to contribute to and support the larger University mission, part of which states, “Excellence is the hallmark of a university of distinction. Excellence requires a total quality commitment, which must characterize every activity of Lehigh University.” Lastly, the division works to advance the University Strategic Plan, particularly in the area of advancing undergraduate student success, noting that, “successful execution of the plan must engage every community member in order to engage every student”

Through implementation of intentional assessment the Division of Student Affairs can provide documentation that demonstrates the value its programs and services add to the pursuit of excellence alluded to in the Lehigh University mission. This level of assessment will also provide a strong basis for decision making to ensure that programs and services within the division continue to promote student success effectively and efficiently.

Five outcomes serve as the foundation for all strategic initiatives within the Division of Student Affairs at Lehigh, and those outcomes will also serve as the building blocks from which all assessment efforts will extend. Those five outcomes are;

1. An equitable, inclusive environment
2. A healthy, safe community
3. A commitment to student success
4. An exemplary division of student affairs
5. A laboratory for student learning

Divisional Assessment Terminology

In order to instill a culture of assessment across a division that encompasses a variety of diverse functional areas defining a common vocabulary is of paramount importance. Creating this shared terminology and collective understanding of foundational concepts will allow professionals from all backgrounds to enter into assessment with the same basic understanding of how the division defines the key components of assessment.

What is Assessment?

Assessment is an ongoing process of intentional review, where data are gathered to provide feedback, which is utilized to improve both future processes and outcomes. In order to build a comprehensive and diversified assessment plan, the division of Student Affairs will include outcomes, metrics and key performance indicators as core concepts in its assessment practices.

What is an Outcome? (See Appendix I)

Outcomes are descriptions of the end result of an effort. Various types of program outcomes and populations addressed exist. Within the Student Affairs division there are two outcomes that will be widely utilized:

1. Service outcomes-indicate usage statistics, satisfaction and exposure to services
2. Learning outcomes-demonstrate cognitive, attitudinal or behavioral changes

An outcome can also be defined as answering the question, “how has A changed as a result of B which can be demonstrated by C.” It is important to note that the classifications of these

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outcomes are not mutually exclusive.

Example Outcomes

1. By expanding the LU Community Policing effort to include a motorcycle in fall 2011, one on one conversation between officers, students, residents and local businesses will increase on average by 3 interactions every week as reported by officers in shift logs. (Service outcome)
2. As a result of a new inclusive outreach and marketing campaign aimed at underrepresented students the welcoming perception of the University Health & Wellness Center will increase by 10% from fall 2011 to spring 2012 as demonstrated by perception surveys given out during the 6th week of classes to students utilizing the M Room, the Women's Center and the Rainbow Room. (Service outcome)
3. Varsity student athletes will be able to articulate the effects that behaviors of a potentially addictive lifestyle (use of alcohol and drugs) can have on their athletic performance after consultation with a UCPS Peak Performance counselor through completion of a two question survey at the conclusion of the consultation session. (Conative & Behavioral learning outcome)

What is a Metric? (See Appendix II)

Metrics are “numbers,” with no value judgment attached to them that quantifiably indicate performance or effectiveness. Within the Student Affairs division there are three metrics that will be widely utilized:

1. Tracking-basic numeric statistics like usage, attendance, and hours
2. Satisfaction-a rating given to programs or services based on a favorable/unfavorable experience
3. Resource utilization-how individual time, space, and money are allocated

Metrics are often referred to as simple “measurements” that are reported without a need for accompanying introductory rationale or interpretations of meaning.

Example Metrics

1. Number of students who utilized the LUPD escort service (tracking)
2. Percentage of students who indicate satisfaction in the residential living environment (satisfaction)
5. Wage dollars spent on student employment to staff university center spaces (resource)

What are performance indicators?

Performance indicators are used to concisely illustrate progress made toward strategic priorities, and they are often reported with easy to read visual graphics. They indicate both what is being

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done to achieve a strategic priority and the on-going progress made to reach that strategic priority.

What is a “key” performance indicator?

Key performance indicators (KPIs) are quantifiable outcomes, measured with metrics that reflect the highest strategic priorities or goals of an organization that are viewed as critical markers to success.

Key performance indicators function as a succinct way to provide a snapshot of the most important priorities of the division at any given point in time. Annually the strategic progress of the division is categorized into the five student affairs outcomes. Often emerging or ongoing topics arise that connect multiple departments and are termed “key initiatives” for the Division of Student Affairs. The student affairs outcomes coupled with the key initiatives drive the overall strategic planning effort within the division and will serve as the foundation for the development of divisional key performance indicators.

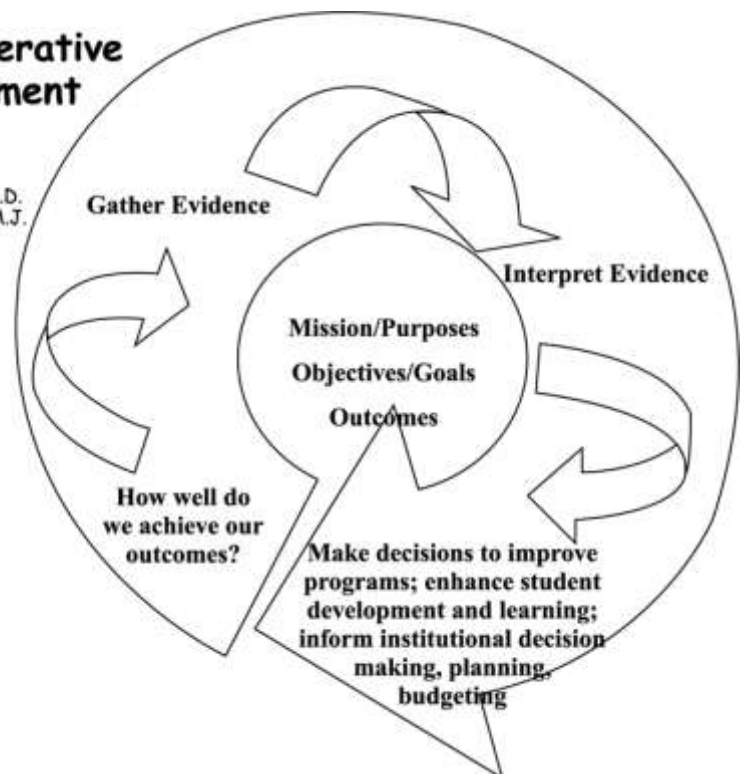
Due to the constantly changing nature of student affairs work, KPIs are fluid and should be revisited as a part of the strategic planning cycle. To ensure the most accurate assessment of “key” divisional priorities within Student Affairs, KPIs will be examined at least every other year following the strategic planning cycle.

Divisional Assessment Life Cycle

The process of assessment within the Division of Student Affairs is one that is iterative, continuously evolving to promote an assessment culture of evidence. Embodying a culture of evidence will establish assessment as a normalized and pervasive thought-to-action process for all departments and individuals within the division. At the heart of a division actively displaying a culture of evidence every member will espouse the inherent value that assessment brings to their work and readily communicate the evidence-based decisions that result from well designed, intentional assessment efforts.

The Iterative Assessment Cycle

Adapted from
Peggy Maki, Ph.D.
by Bresciani, M.J.



Student Affairs has adopted the “assessment loop” conceived by Peggy Maki Ph.D. and adapted by Marilee Bresciani Ph.D., as an illustration to guide the foundational thought process that should accompany annual divisional and departmental strategic planning, major departmental activity planning, and smaller scale program planning. This will ensure that assessment is

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intentionally integrated into the formative and foundational stages of all work within the division.

The “assessment loop” outlines the four most basic steps for all staff members in the division to follow when thinking about how to structure an assessment. The four steps in an iterative assessment process are:

1. Identify the “target” (outcome, objective, goal, mission, purpose, etc.) to be assessed
2. Gather appropriate evidence
3. Interpret the evidence gathered
4. Implement decisions to improve, enhance, guide decisions making, planning or resource allocation related to the “target” based on the interpretation of the evidence

Divisional Assessment Strategy

In addition to promoting an overall philosophy of assessment within the division and articulating a common vocabulary this strategic plan is designed to serve as an outline for how the Student Affairs Assessment Committee (SAAC) and the unique departments within the division will begin to collectively contribute to assessment efforts which will enhance our pursuit of excellence, ultimately helping students achieve their full potential while at Lehigh.

Semester	Strategic Action Item	Oversight Responsible for Strategic Action
* Further detail below chart		
Spring 2012	Annually administer, collect data, analyze and report findings from the core competency assessment	Full SAAC
	Examine new Student Affairs Outcomes and Key Initiatives to formulate appropriate KPIs	SAAC Steering Committee
Fall 2012	Expand the SAAC structure to include a steering committee*, and assessment consultants*	Director of Student Affairs Planning & Assessment
	Revise the core competency assessment tool	SAAC Steering Committee
	Consult and educate SA departments on SA KPIs and collection methods	Director of Student Affairs Planning & Assessment & SAAC Assessment Consultants
Spring 2013	Launch a half day training "boot camp*" for the first cohort of assessment consultants	SAAC Steering Committee
	Create, implement and test web-based collection method for divisional KPIs with Campus Labs	SAAC Steering Committee
	All SA departments will choose a minimum of one basic program or initiative to assess during the semester	Director of Student Affairs Planning & Assessment
Summer 2013	Annual half day training "boot camp" with second cohort of assessment consultants	SAAC Steering Committee
	Review and finalize the KPIs for web-based collection	SAAC Steering Committee

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Semester	Strategic Action Item	Oversight Responsible for Strategic Action
* Further detail below chart		
Fall 2013	Collect divisional KPIs via web-based collection platform	Divisional Department Directors
	Offer diverse professional development experiences* open to all division members	Full SAAC
	Integrate a form of passive or active assessment training into large SA divisional meetings	Director of Student Affairs Planning & Assessment
	SA departments will include at least two intended assessments into their strategic outcomes submitted to the Vice Provost	Divisional Department Directors & SAAC Assessment Consultants
Spring 2014	SA departments will provide data driven assessment results corresponding to the two intended assessments identified in the strategic plan	Divisional Department Directors
	Every SA department will utilize Campus Labs for either a webinar or to implement some type of assessment	Divisional Department Directors & SAAC Assessment Consultants
Summer 2014	Execute an "assessment day*" for the entire SA department	Full SAAC
Fall 2014	Each SA department will submit at a minimum one assessment plan* to the SAAC for review and consultation	SAAC Assessment Consultants
Spring 2015	Staff members from each SA department will review progress and findings from the submitted assessment plan with SAAC	SAAC Assessment Consultants
Fall 2015	Each SA department will submit at a minimum two assessment plans to the SAAC for review and consultation	SAAC Assessment Consultants
	A subset of core competencies will be selected to assess in a comprehensive and qualities manner	SAAC Steering Committee
Spring 2016	An evaluation of the implementation of the Student Affairs Assessment Strategic Plan will be conducted	Director of Student Affairs Planning & Assessment

*Further definition of strategic action items

- *Steering Committee* - chaired by the Director for Student Affairs Planning & Assessment, comprised of the following; the Vice Provost of Institutional Research, a Research Analyst from Institutional Research and four Dean of Students staff members. The steering committee is charged with advising and overseeing division wide assessment efforts, while educating and enhancing the professional assessment competence of the entire division.
- *Assessment Consultants* - ideally one staff member from every Student Affairs department and approximately one staff member from every Dean of Students Associate Dean unit

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(or a total of two staff members in addition to those on the steering committee). The assessment consultants are charged with becoming proficient and competent in assessment consulting for their department and to assist with division level assessment analysis and reporting.

- Assessment consultants will rotate on and off the committee in a two year staggered rotation designed to build assessment capacity and a culture of evidence throughout the entire division over time.
 - During their first semester of the two year committee service, consultants will be asked to commit to two, 90 minute meetings every month. After that the time commitment will decrease to one meeting per month in addition to time spent consulting and guiding their department.
 - The assessment consultant role will be added into the special projects section of the staff member's "Position Description" and evaluated during the annual performance review process.
- *Boot camp* - a half day training designed and coordinated by the SAAC steering committee for assessment consultants at the beginning of their two year rotation. The purpose of this training is to build collective knowledge of divisional assessment efforts and processes and to train consultants in skill areas necessary to be successful at consulting for their respective departments and building broad ranging assessment knowledge.
- *Professional Development* - diverse offerings open to all division members presented and coordinated by the SAAC. The formats could include brown bags, webinars, workshops, book discussions, article sharing, etc. and will offered at least once each semester in the fall, spring and summer. The purpose of these offerings is to engage various learning styles in critical thinking, dialog, idea generation and synthesis related current assessment practices and findings in higher education.
- *Assessment Day* - a division wide effort coordinated by the full SAAC to highlight the following; individual assessments done well throughout the division, larger student affairs assessment results, and updates from Institutional Research on Lehigh's participation in national surveys as they relate to student affairs work. Awards and commendations for individuals and departments embodying a culture of evidence in assessment work will also be provided. Assessment day will take on various forms until the best method for the division is determined.
- *Assessment Plan* - an assessment plan template (for any scope of programming or initiative of particular departmental importance) to be submitted by the Director of the SA department (or staff member most closely connected to the particular initiative being assessed) to the SAAC illustrating how the "assessment loop" is being applied to a departmental initiative. Plans will include 7 sections:
 - Alignment of initiative to departmental strategic plan,
 - Identification of target (outcome, objective, goal, mission, purpose, etc.) to be assessed
 - Description of the type of assessment to be conducted
 - Timeframe for gathering assessment evidence (ie. data)
 - Who will be responsible for interpreting assessment evidence and when

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- Anticipated timeframe for expected decisions regarding how the assessment will guide improvement, enhancements, decisions making, planning or resource allocation and to whom will this initially be communicated
- Resources or support required from Assessment Consultant or SAAC

Divisional Assessment Resources & Accountability

Attention to forward progress and the resources, strategies and structures to ensure this progress are key components of the strategic plan for assessment in Student Affairs and foundational to creating a pervasive and genuine culture of evidence in assessment. Suggestions for oversight and accountability of assessment efforts within the division are also outlined in this section to demonstrate the parameters necessary to ensure successful implementation of the initiatives outlined in the strategic plan.

Resources

Implementing a resource structure feasible of supporting division wide assessment would not be possible without tremendous support from the Vice Provost for Student Affairs. This type of supportive leadership provides a commitment to immediate short term personnel resources as well as longer range planning for additional and enhanced resources to support and recognize assessment throughout the division.

The following list outlines the resources currently in place to support the division wide assessment effort.

1. The Student Affairs Assessment Committee (SAAC) – the committee has been in existence since October 2010 and will continue in the current formation until fall 2012. The committee is currently comprised of the Chair, 3 members of the Dean of Students staff, and two members of Institutional Research. Beginning in fall 2012, the committee will transition to the “*steering*” committee membership outlined in this report.
2. A services contract with Campus Labs, LLC (Student Affairs License) - The Campus Labs platforms (Compliance Assist, Baseline, and Collegiate Link) allow the measurement of learning, documentation of student involvement, and are able to inform strategic direction through the use of sophisticated planning, assessment and reporting tools. Student Affairs also has access to a dedicated Campus Labs assessment consultant to provide support and best practices resources.
3. Director of Student Affairs Planning & Assessment (*effective September 2012*) – this is a newly created full time exempt position with responsibility for the oversight of assessment within the Division of Student Affairs, with a focus on the Dean of Students department. This position will chair the SAAC and report directly to the Associate Vice Provost & Dean of Students and work very closely with the Vice Provost for Student Affairs and the Directors of the departments within Student Affairs (Counseling & Psychological Services, Health & Wellness Center, Military Science & Leadership, University Police, Prevention Strategies, Special Projects).
4. Administrative Coordinator (*effective September 2012*) – the Director of Student Affairs Planning & Assessment will be supported by a non-exempt staff member who also supports one of the Associate Deans of Student. The role of this coordinator will be to assist with creating and maintenance of a web presence with regard to assessment, and

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supporting the ongoing needs of the Director, the SAAC, and the implementation of the strategic plan.

In order to grow with the above outlined strategic actions and to be able to excel at supporting a division of this size and diversity the following resource recommendations are being suggested to demonstrate a commitment to data driven decision making, program improvement and resource allocation.

1. Student Affairs Research Analyst – this would be a full time exempt position that mimics the research analyst positions currently in Institutional Research. This analyst would report directly to the Director of Student Affairs Planning & Assessment and work closely and collaboratively with the Vice Provost for Institutional Research. The scope of this position would be to analyze national data and student affairs specific data in order to assist the student affairs staff with statistically sound methodology and analysis of assessments.

Accountability

Accountability for assessment is a responsibility of all divisional staff members. It is also a secondary product derived from on-going support and continuous commitment to thoughtful conversations by the Vice Provost for Student Affairs. Consistent attention to the topic of assessment and how it positively informs the student affairs impact on the student experience, decision making, and resource allocation begins with strong divisional leadership.

The Vice Provost for Student Affairs and the Student Affairs Assessment Committee are committed to implementing processes and procedures that will ensure accountability for assessment in ways that make it accessible and implementable for staff members at all levels of experience and education, in both their field of expertise and the discipline of assessment.

The following list highlights some of the initial, individual, departmental and divisional, components that will ensure accountability for assessment in Student Affairs.

- The Director for Student Affairs Planning & Assessment will be responsible for serving as an on-going consultant for all student affairs departments. The Director will utilize strategies like the following to generate buy-in and understanding of assessment within the division; periodic recognition and educational emails, face to face group meetings, and one on one individual relationship building and assessment coaching. An overall balance of constant, but not invasive communication will serve as a way to keep assessment in the forefront of the minds of those leading the division; in turn deepening the layer of accountability to the professionals they work directly with.
- “*Assessment Day*” as it is outlined in the above strategic actions, along with updates and small educational components incorporated into other all division gatherings, will serve as the primary way to enhance and build departmental and divisional accountability. Showcasing assessment efforts amongst peers and other university constituents (faculty, senior level staff, etc.) will allow the work of the division to be viewed as a serious contributor to student growth. This will promote a feeling of responsibility by divisional staff members to demonstrate the value added from services and programs they provide under the Student Affairs divisional umbrella to the Lehigh experience.

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- The SAAC Steering Committee will be responsible for creating and implementing an evaluation and overall assessment of the strategic plan and all strategic action items after the first full year of implementation and then at the projected end of the strategic action initiatives. In order to keep the plan and the assessments relevant and current the full content and methodology of the broad assessments will be created in a timely fashion, to be respectful of any changes or modifications to the plan as it is implemented.

Conclusion

As the Division of Student Affairs seeks to provide best-in-class experiences for holistic student development aiding the University's educational mission, on-going evaluation and evidence based decisions will be critical. Formal and systematic assessments of services provided, programs delivered and learning gained is the most concrete and universally understood way to show the value of the work done by the division.

Through the implementation of this plan to create and sustain a culture of assessment will be built, supported and come to define what will be at the core of the division; evidence-based decisions result from intentionally designed assessment efforts which guide large and small scale decision making processes for all staff members in the division. This type well-informed, sound decision making not only allows the division the opportunity to provide inspiring, challenging and supportive living and learning environments for Lehigh students, it also ensures that the division as a whole remains a responsible steward of university resources and a highly active contributor to campus and community initiatives aligned with our strategic vision.

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Appendix I- Writing Effective Outcomes

Basic Guidelines for Writing Assessable Outcomes

- Know the type of outcome you intend to write: service utilization, program , or learning
- Keep outcomes simple and without a multitude of variables and behaviors that are confusing
- Think about and build in the method of assessment as you develop learning outcomes
- The less specific an outcome is, the more difficult it is to measure

Outcome Checklist

- Does the outcome support the overall strategic objectives?
- Is the outcome detailed and specific?
- Is the outcome measurable and identifiable?
- Can you create an intervention that will yield the desired outcome?
- Can the outcome be used to make decisions on how to improve the program?
- Does a *learning outcome* describe what the initiative intends for students to know (cognitive), believe (affective), or do (behavioral)?

The **A.B.C.D.** Method for Writing Learning Outcomes

<http://ets.tlt.psu.edu/learningdesign/objectives/writingobjectives>

The ABCD method of writing objectives is an excellent starting point for writing objectives (Heinich, et al., 1996). In this system, "A" is for audience; "B" is for behavior, "C" for conditions and "D" for degree of mastery needed.

1. **Audience** – Who? Who are your learners?
2. **Behavior** – What? What do you expect them to be able to do? This should be an overt, observable behavior, even if the actual behavior is covert or mental in nature. If you can't see it, hear it, touch it, taste it, or smell it, you can't be sure your audience really learned it.
3. **Condition** – How? Under what circumstances or context will the learning occur? What will the student be given or already be expected to know to accomplish the learning?
4. **Degree** – How much? How much will be accomplished, how well will the behavior need to be performed, and to what level? Do you want total mastery (100%), do you want them to respond correctly 80% of the time, etc. A common (and totally non-scientific) setting is 80% of the time.

Example Student Learning Outcome:

[As a result of a literature review, course readings and viewing of two historical documentaries, student enrolled in X course will be able to] *Analyze cities as products of modernization, and as expressions of various processes, such as investments and employment [in no more than a twelve page thesis paper and a poster session presentation to departmental faculty.]*

*Above outcome created from the below information:

Program Objective: Understand the processes of urbanization and modernization in the developing world.

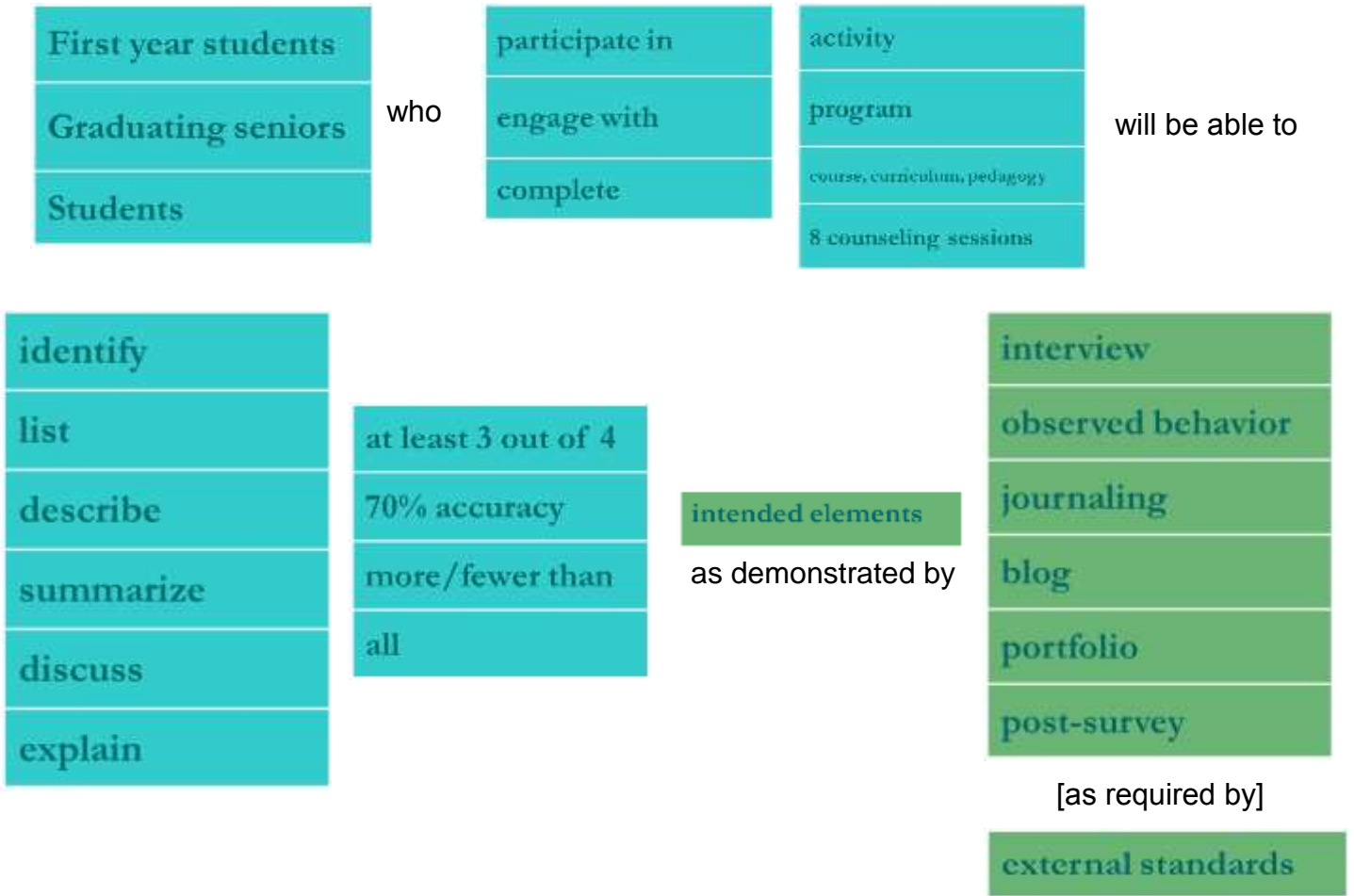
Student Learning Outcome: Analyze cities as products of modernization, as expressions of various processes, such as investments and employment

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Format for Writing Learning Outcomes

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Appendix II-Writing Effective Metrics

Metric Checklist

- Is the metric objectively measurable?
- Are the metrics challenging but at the same time attainable?
- Does the metric include a clear statement of the end results expected?
- Does the metric focus on effectiveness and/or efficiency of what is being measured?
- Does the metric include milestones and/or indicators to express qualitative criteria?
- Are assumptions and definitions specified for what constitutes satisfactory performance?
- Have those who are responsible for the performance being measured been fully involved in the development of this metric?
- Does the metric allow for meaningful trend or statistical analysis?

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Appendix III-Student Affairs Outcomes

The Division of Student Affairs at Lehigh University seeks to provide a comprehensive residential experience for our students. As part of our commitment to this goal, the Division of Student Affairs strives to demonstrate annual progress toward the following outcomes:

An Equitable, Inclusive Environment

We view diversity as an important asset within our university environment and we are committed to advancing the *Principles of Our Equitable Community*. We give voice to and provide an avenue of support for the needs and concerns of a diverse student body. We provide educational experiences that expose students to diverse, multicultural viewpoints and issues of social inequity. Our work with students in this area promotes a culture of respect where students are equipped to lead positive change in their own community and beyond.

A Healthy, Safe Community

Health and safety are both individual and shared responsibilities. We provide superior services and resources to facilitate a healthy, safe living and learning environment. We respond quickly and effectively when presented with student health and safety concerns and emergencies. As a result of educating students about their health and well-being, they will be equipped with the tools to make informed, responsible decisions and be accountable for their actions as members of both the Lehigh and Bethlehem communities.

A Commitment to Student Success

We provide support to students as they transition into, through, and out of Lehigh University. This requires effectively orienting students to the university environment; providing strategic academic support services; connecting students to critical university resources; and meeting specific needs of various cohorts of students within our community, e.g., students with disabilities, athletes, marginalized student populations, students in crisis, etc. As a result, students are well prepared to be meaningful contributors in their personal and professional lives at Lehigh and beyond.

An Exemplary Division of Student Affairs

We are responsible stewards of divisional resources (i.e. human, physical plant, fiscal, and technological, etc.). This requires hiring and retaining a richly diverse and strong performing staff, continually assessing our programmatic efforts and benchmarking nationally, and thinking strategically about future student priorities and needs. As a result of being intentional in our planning and routinely assessing our progress, we create and sustain a staff culture that values continual improvement and excellence in all that we do.

A Laboratory for Student Learning

We offer opportunities for intentional student learning that span and connect students' multiple experiences and identities. Utilizing the *Core Developmental Competencies* as our foundation, we affirm that learning happens everywhere and meaning is co-constructed within our campus environment. We challenge students to take calculated risks and try new things. Simultaneously, we support them and teach life skills that promote learning through these endeavors. This results in a co-curricular culture that ensures enriching and meaningful student experiences.

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Appendix IV-Student Affairs Key Initiatives

Key Initiatives within the Division of Student Affairs are important priorities that typically represent our work around an emerging or ongoing issue that spans multiple departments within our unit and is directly connected to two or more of the Divisional Outcomes listed above. These initiatives may be one year or multi-year efforts. They require strategic thinking, collaborative partnerships, a concentrated amount of attention and resources, and careful assessment and evaluation to be successful.

Sample Key Initiatives for 2012-2013:

1. **Social Media** - This medium has become critical to connecting with and communicating to students. Over the next year, we will develop a social media plan for the Division of Student Affairs and designate a division-wide committee to contribute to these efforts. (Outcomes 1, 2, 3, 4, 5)
2. **Student Affairs Facilities** - Lehigh is at a critical juncture in the transformation of its Student Center facilities. As partners in the planning and implementation of important construction projects with the University Center and Williams Hall, we will contribute to the development of dynamic program plans that will effectively meet the needs of students, faculty, and staff in the coming years. (Outcomes 1, 3, 4, 5)
3. **Student Life Curriculum** – Utilizing the Core Developmental Competencies as its underpinning, Student Affairs offices will work synergistically to provide opportunities for First and Second Year students to experience developmentally appropriate, sequenced learning opportunities within their residential environment. Components of the Curriculum will be piloted in 2012 and will be more fully realized in the 2013-2014 academic year. This curriculum will assist Student Affairs in further communicating the value of living on campus and transitioning FY students to Lehigh. (1, 2, 3, 5)
4. **Prevention Strategies** - As part of the National College Health Improvement Project, we are committed to implementing new initiatives that focus on the reduction of student risk and harm related to health and safety. Some initial priorities include initiating enhanced Late Night programming opportunities for students, enhancing the coordination of health promotion and alcohol prevention efforts, advancing hazing prevention education, reviewing key health and safety policies and sanctions, expanding bystander intervention training for students, and offering critical mental health services. (Outcomes 2, 3, 5)
5. **Assessment** - Assessment of key student services and student learning are essential to fostering an outstanding student experience and communicating our valuable contribution to the university's mission and goals. We have recently reallocated resources internally to assign a staff member to oversee our efforts in this area. Working with a division-wide committee and partnering with the Office of Institutional Research, we seek to build a strong foundation for this initiative. By spring 2013, we will adopt a division-wide assessment strategic plan. Moving forward, our Division will continue to collect, analyze, and disseminate key data related to student learning and the co-curricular student experience to the division and the broader campus community. (Outcomes 1, 2, 3, 4, 5)