

DOS 2014-2015 Strategic Plan Dean of Students Office Strategic Plan

Student Affairs Divisional Outcome 1: An Equitable, Inclusive Environment

We view diversity as an important asset within our university environment and we are committed to confronting racism, sexism, and homophobia, and other forms of discrimination while advancing the Principles of Our Equitable Community. We give voice to and provide an avenue of support for the needs and concerns of historically underrepresented students. We provide educational experiences that expose students to inclusive, multicultural viewpoints, issues of social inequity, and an understanding of privilege. We equip students with the skills and abilities to interrupt and disrupt racism, sexism, and homophobia on campus. Our work with students in this area promotes a culture of inclusion where students are equipped to lead positive change in their own community and beyond.

Immediate Outcomes (a/y 2014-15)

Intended Outcome:

The Center for Academic Success will better understand the specific needs of international students and tutors and will provide appropriate and accessible academic support and professional development. (CAS)

Action Steps:

- Meet with the director of the OISS regarding academic needs
- More consistently share section 3 information with the OISS
- Conduct 1-on-1 meetings with international students receiving section 3's
- Gather information during 1-on-1 meeting with international students
- Take part in the Friday Global Eat & Greet program and converse with international students about academic concerns
- Provide a graduate assistant mentor for interested international student tutors
- Hold focus groups with international student tutors

Assessment Plan:

- Track the number of section 3's for international students
- Track the number of follow up appointments with international students receiving section 3's
- Track the number of international students requesting and using study skills support
- Track the number of international students requesting and using tutoring

Progress To Date:

Intended Outcome:

As a result of enhancing our children's programming within the community Students will: strengthen their leadership and communication skills, enhance their ability to work in a team setting, fully understand the concept of mentoring others, meet community needs and increase their overall commitment to community service. (CSO)

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Action Steps:

- Maintain excellence in the area of risk management standards by regularly reviewing processes and procedures with the Offices of Risk Management and the General Counsel and keeping up with current and emerging trends related to risk management. (Ongoing)
- Maintain strong partnerships with schools: Fountain Hill Elementary, Broughal Middle School and Donegan Elementary School by developing additional communication mechanisms, sharing training and supervision strategies where appropriate, collaborating on response to student issues and providing supplemental support to various priorities within the schools. (Year 3)
- CSO Director will move from Community Schools Leadership Team to CORE Team in order to be a part of the higher level planning and implementation conversations impacting the model.

Assessment Plan:

- Utilized newly established rubrics and assessment tools established with Campus Labs that will measure students' learning in identified developmental competency areas.
- Enhance engagement with parents and teachers through careful evaluation, assessment, monitoring and reinforcement of tutees progress. And the second here, etc

Progress To Date:

Intended Outcome:

As a result of strengthening our live.learn.serve. programming for first year students and the development of first year Live Lehigh! Students will develop a deeper understanding of active citizenship as it relates to bLUeprint. (CSO)

Action Steps:

- Develop a mentoring program between the upperclass and first year live.learn.serve. program participants in order to facilitate a more cohesive learning experience and to act as a pipeline for cultivating upper class students who wish to continue to be part of these types of service-based living experiences.
- Develop a dynamic curriculum based on bLUeprint that focus on developing community awareness and building students' capacity for collaborative connections and inclusive leadership.
- Continue to expand and cultivate a network of faculty and staff who will support live.learn.serve.

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Assessment Plan:

- Work with Director of Student Affairs Planning and Assessment to develop assessment tools for program.

Progress To Date:

Intended Outcome:

The Office of Fraternity & Sorority Affairs and the fraternity and sorority community will continue to establish meaningful community-wide programs, practices and initiatives to engage chapters and the greater campus community in understanding the purpose behind and concepts of privilege, civility, pluralism and inclusion as essential components of the fraternity and sorority experience. (OFSA)

Action Steps:

- Utilization of Accreditation recommendations and chapter development questions to move towards financial transparency and help students to recognize privileges and benefits afforded with membership
- Continue the grow depth of collaboration between the Community Service Office and OFSA to provide opportunities for chapter to experience the Poverty Simulation and an aspect of community service and inclusion educational opportunities
- Continued utilization of “Courageous Conversations” to reflect on understanding of identity, privilege and different perspectives when entering a conversation, as well as integration of the Principles of an Equitable Community
- Implementation of a second Chapter Intersectionality cohort order to discuss inclusion and privilege over an extended period of time
- Creation and utilization of OFSA liaison program with the Offices of Gender Violence Education and Support, Multicultural Affairs, the Women’s Center and the Pride Center
- Collaboration with University Legal Counsel and the Office of Gender Violence Education and Support on the implementation of Greek community-wide training on University Harassment policies and reporting protocols
- Execution of System-Wide Assessment Committee (SWAC) recommendation to conduct IFC expansion in order to include a historically Jewish fraternity

Assessment Plan:

- Continued use of Accreditation Organizational Development questions to assess reasoning for chapter financial decisions and potential linking to Community Development questions as it pertains to privilege
- Continued use of the “Courageous Conversations” assessment template on knowledge of privilege and social constructs

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- Continued use of Poverty Simulation Post-experience assessment and Accreditation Community Development questions
- Development of Harassment Training pre and post assessments
- Creation of post-expansion experience assessment for to gauge chapter members' reasoning for joining new colonized chapter

Progress To Date:

Intended Outcome:

To gain a more comprehensive student perception of faculty interaction with students who have invisible disabilities. (DSS)

Action Steps:

- Train Peer Mentors in interviewing skills for focus group
- Conduct student focus groups using peer mentors as group facilitators
- Develop student survey regarding faculty interaction
- Interview Peer Mentors

Assessment Plan:

- Focus Group
- Student Survey

Progress To Date:

Intended Outcome:

The Office of Gender Violence Education and Support recognizes that gender violence intersects with multiple identities and will therefore establish the new office as part of the intersecting identities and diversity and inclusion initiatives. (GVES)

Action Steps:

- Existing GVES programs will be updated to include diverse perspectives
- The GVES office will intentionally collaborate with and participate in diversity and inclusion initiatives
- Break the Silence Gender Violence Prevention Peer Educators will recruit diverse members
- The GVES director will participate in a professional development opportunity that addresses how diverse identities affect the experience of gender violence
- The director of GVES will consult on diversity and inclusion issues related to gender violence and healthy relationships

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Assessment Plan:

- GVES program updates will be tracked
- GVES participation in diversity and inclusion events will be tracked
- BTS recruitment, applications and new member acceptance will be tracked and analyzed
- The GVES director's professional development will be tracked
- The GVES director's consulting will be tracked

Progress To Date:

Intended Outcome:

The Office of Residence Life will increase efforts for student and staff members to participate in effective, inclusive dialogue and exposure to the bLUeprint foundation of inclusive leadership. (ORL)

Action Steps:

- The residence life professional team will begin implementing the Visions Inc. guidelines for effective dialogue in staff meetings and conflict resolution
- The gryphons will be introduced to and practice utilizing the Visions Inc. guidelines for effective dialogue
- Students experiencing roommate conflicts and participating in restorative residential community meetings will be introduced to and practice applying the Visions Inc. guidelines as part of the mediation process or repairing harm within the community
- Increase in number of inclusive leadership community development experiences and bulletin boards
- Partner with Academic Outreach to support the revival of Umoja including increased residence hall council and gryphon support, space/classroom reservations, event co-sponsorship and planning, meal plan/dining coordination, outreach to collaborating faculty etc.
- All Residence Life staff will increase visibility in the Umoja house, M-Room, Women's Center and Rainbow room by hosting and attending meetings and events in these facilities and sponsored by these offices
- Gryphon staff training will continue to introduce students to offices and resources on campus to foster an inclusive environment and provide opportunities to explore their identity development and apply learnings to their leadership role

Assessment Plan:

- Residence Life end of year survey
- Compare annual inclusive leadership efforts utilizing ORL learning experience tracking

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- Collaborative assessment with Academic Outreach to gather feedback from Umoja residents regarding implementation of strategic vision and overall living environment

Progress To Date:

- Gryphon training on inclusive leadership foundation involved multiple avenues to explore this foundation including introduction to university resources/offices, South Bethlehem exploration via scavenger hunt, sharing identity stories

Intended Outcome:

The Office of Student Conduct & Community Expectations will develop a training module for all UCOD/Appeals/Subsidiary board members on topics of diversity and inclusion. (OSC&CE)

Action Steps:

- Work with OMA and CEC to define appropriate topics for module (Fall 2014)
- Develop module (Fall 2014)
- Execute training (Spring 2015)

Assessment Plan:

- Panel members will show awareness of the topic through pre and post evaluation
- Panel members will demonstrate an understanding of the topics by asking questions related to this topic when evaluating cases.

Progress To Date:

Intended Outcome:

Through the review of current programs and services, the Office of Student Leadership Development will offer opportunities for a diverse group of students and equip these students with skills to promote inclusive leadership. (OSLD)

Action Steps:

- Define inclusive leadership within the context of our office mission, vision and outcomes
- Review learning outcomes and guiding theories within the OSLD to gauge alignment with inclusivity
- Revise the current Leadership Lehigh program to provide a more comprehensive bLUeprint experience for students and other stakeholders
- Provide a 5x10 program that focuses on inclusive leadership
- Review professional staff structure to identify methods for a more inclusive program and offering base
- Continue to include a variety of leaders and perspectives in GEM

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- Develop the Great Pocono Escape student leader retreat to include more conversations and activities surrounding inclusivity
- Revise the Power and Privilege series to identify areas of improvement within the curriculum and offerings
- Further integrate inclusive leadership language into the LeaderShape Institute and the Day 7 program
- Provide inclusivity training for the OSLD student staff

Assessment Plan:

- OSLD staff are able to identify and explain the definition of inclusive leadership through dialogue and action
- Student program participant evaluation forms include questions on inclusivity

Progress To Date:

- Established a working committee for bLUeprint tracks
- Created more intentional inclusive conversations and activities within the Great Pocono Escape curriculum
- Created a committee to review the current Power and Privilege Series.

Extended Outcomes (2 – 3 years out)

Intended Outcome:

As a result of strengthening our SERVE trips, this program will transform into one that is nationally recognized as a “best practice” in our field. In addition, as a result of our focus on this priority students will be able to articulate the causes and possible solutions to complex social issues while understanding the importance of direct volunteer service to a community. (CSO)

Action Steps:

- Enhance the selection and training of site leaders by creating a curriculum that exposes site leaders to the wide spectrum of actions considered to be ‘service,’ helps site leaders understand more fully the usages and implications of the spectrum of service, fosters site leaders’ ability to manage a group successfully throughout all stages of group development, and heighten the site leaders’ ability to lead a meaningful reflection focusing on the root issues of the social issues explored.
- Promote the reflection curriculum that was established last year as a best practice in the field.
- Maintain excellence in the area of policy and risk management enforcement by reviewing all processes, contracts, waivers, etc with our Risk Management and General Counsel’s Office as well as stay abreast of national trends in this area.

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Assessment Plan:

- Work with Director of Student Affairs Planning and Assessment to assess results from Serve Journal and enhance programs for this year.

Progress To Date:

Student Affairs Divisional Outcome 2: 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.

Immediate Outcomes (a/y 2014-15)

Intended Outcome:

The Office of Gender Violence Education and Support will create new primary prevention gender violence programs from a healthy relationship and strengths based approach for high risk campus populations. (GVES)

Action Steps:

- The GVES office will partner with the General Counsel Office on trainings
- The GVES office will train all fraternities and sororities on gender violence
- The GVES office will develop and begin implementing trainings for Athletic teams
- The GVES office will begin planning and holding events specifically for international students
- The GVES office will identify the next steps that need to be taken for primary prevention on campus and begin developing a strategic and action plan

Assessment Plan:

- The creation of new gender violence prevention programs will be tracked
- GVES programs co-facilitated with the General Counsel Office will be tracked
- GVES fraternity and sorority programs will be tracked
- GVES Athletics programs will be tracked
- GVES International student programs will be tracked
- New GVES program effectiveness will be assessed through program evaluations
- The GVES office will have a plan for future primary prevention efforts

Progress To Date:

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Intended Outcome:

The Office of Fraternity & Sorority Affairs will work with the fraternity and sorority community to educate chapter general members, and key executive board members to recognize potential alcohol-related problem and understand of Lehigh alcohol policies through the utilization of TIPS (Training for Intervention Procedures) Training. (OFSA)

Action Steps:

- Anticipated fall 2014 training for upperclass off-campus chapter members and chapter presidents, social chairs and risk management chairs
- Anticipated spring 2015 training for second year chapter members

Assessment Plan:

- Utilization of TIPS Post-Training assessment metrics

Progress To Date:

Intended Outcome:

The Office of Student Conduct & Community Expectations will develop a plan for outreach and education to faculty, staff, and especially students so that the campus community is more knowledgeable and more likely to utilize the services of the office. (OSC&CE)

Action Steps:

- Develop outreach programs on various topics: (Fall 2014)
 - Alcohol
 - Civility
 - Harassment
 - Academic Integrity
 - Community Living
- Develop branding for OSC&CE (Fall 2014)
- Develop social media plan (Fall 2014)

Assessment Plan:

- OSC&CE members will execute educational programs with increasing frequency
- OSC&CE will develop a presence on Twitter
- OSC&CE will develop a Facebook page and other social media platforms

Progress To Date:

Intended Outcome:

The Office of Student Activities will build upon and further strengthen the existing programming model by increasing the number of recurring programs on week nights to meet the ever changing social, cultural, and educational needs of the Lehigh student population (SA).

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Action Steps:

- Implement a weekly video game program when the Mezzanine Level of Lamberton Hall has been completed.
- Implement a monthly live music series in the Lamberton Hall Great Room.
- Create a funding structure where student groups can use Lamberton Hall programming dollars when hosting events on all nights of the week that align with the mission and goals of the Office of Student Activities and the greater Dean of Students.

Assessment Plan:

- Formally assess programs using emailed surveys based on card swipes to individual programs on a semesterly basis.
- Informally assess programs in terms of attendance numbers and compare on a weekly basis. Look for trends.
- Compare usage of programming funds from the 2013/14 academic year to the 2014/15 academic year.
- Using predetermined metrics, informally assess the success of programs that were augmented by the use of the Lamberton Programming budget eg. Number of students in attendance, students' reaction the program, desire to host another program in Lamberton etc.

Progress To Date:

- Make and Take survey was created during summer 2014.

Extended Outcomes (2 – 3 years out)

The GVES office will develop a 3-5 year campus wide gender violence prevention plan

Student Affairs Divisional Outcome 3: 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.

Immediate Outcomes (a/y 2014-15)

Intended Outcome:

In an effort to effectively meet student needs and be responsible stewards of our resources, the Center for Academic Success will continue to offer tutoring in varying formats and will create a comprehensive assessment plan for tutoring services. (CAS)

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Action Steps:

- Continue to offer group, individual, RST, and walk-in tutoring
- More closely monitor attendance at group sessions
- Encourage students to use walk-in and RST sessions
- Better advertise our walk-in tutoring offerings
- Share service offerings and schedules with faculty
- Consult with Student Affairs Director for Planning and Assessment
- Research assessment methods of other Learning Support Centers
- Explore assessment rubrics for tutoring services
- Develop specific and appropriate assessment tools for all tutoring services
- Create assessment tools for training and staff development meetings

Assessment Plan:

- Email or in-person feedback from walk-in, group and individual tutors
- Track tutee attendance at all tutoring sessions
- End of semester tutoring evaluation for RST, walk-in, individual and group users to measure satisfaction and effectiveness
- Continue to evaluate tutee GPA information at end of year

Progress To Date:

Intended Outcome:

The Center for Academic Success will increase the quality of its services through efforts to expand and improve staff training and development and implement new supervision strategies. (CAS)

Action Steps:

- Hold first-ever Center retreat for Director and GA's prior to the start of the semester
- Develop and implement new mandatory tutor training experience
- Develop and implement online tutor training components and a make-up training option
- Have GA's supervise new tutor staff and help them expand their supervisory roles
- Enhance supervision of work-study students, offer training/professional development, and engage them in their roles in the Center
- Implement training workshops and professional development for tutors throughout the academic year
- Continue to create opportunities for tutors to take leadership roles within the program
- Continue to provide opportunities for tutors to interact with each other
- Work with faculty to create opportunities for faculty/tutor interaction
- Create and implement a program or process for tutor recognition and reward
- Invite GA's and student tutor staff to take part in DOS/SA professional development opportunities and conferences as appropriate
- Improve and utilize tutor self-evaluation process during mid-semester check-in meetings with supervisor

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Assessment Plan:

- Track attendance at trainings and professional development opportunities
- Survey to assess satisfaction and effectiveness of tutor training(s)
- End of semester tutoring evaluation for RST, walk-in and group users
- Feedback from mid-semester tutor self-evaluations
- Feedback from GA's

Progress To Date:

Intended Outcome:

To develop a support system for students diagnosed with Autism Spectrum Disorder (ASD). (DSS)

Action Steps:

- Identify students with ASD who may benefit from support services
- Continue to initiate an ASD Support Group
- Explore housing options for students with ASD
- Explore other types of support that may be appropriate for this population

Assessment Plan:

- Student assessment of support services for students with ASD
- Focus group of students with ASD
- Contact other Universities regarding programming for students with ASD

Progress To Date:

Intended Outcome:

The Office of Academic Transitions will be established and recognized by students, staff and faculty as a resource for supporting students and addressing issues related to the recruitment, retention and persistence of "at-risk" student populations. (OAT)

Action Steps:

- Promote the presence and purpose of the Student-Athlete Academic Services area, with a strong emphasis on the priorities for the position in the upcoming year.
- Continue to develop a marketing plan and web presence for the OAT area that focuses on resource, referral and support opportunities to include the Athletic Department webpage for academic support.
- Actively engage and provide resources as needed to increase persistence and promote students success to the following populations: first-generation college students, student-athletes, students with lower pre-college academic indicators, and underrepresented students.

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Assessment Plan:

- Track the utilization of our services to included 1:1 meetings, program attendance and participation
- Track and monitor the academic performance (pre/post) of student-athletes who receive academic coaching services.
- Consistent program evaluations to determine effectiveness
- Track and compare GPA and related academic progress markers of our identified student populations to our general student population.

Progress To Date:

Intended Outcome:

The Academic Transitions program will support overall university graduation and retention goals by offering early intervention and advising services that may include underrepresented students, student-athletes, first-generation college students and STEM students. (OAT)

Action Steps:

- Work with students to encourage self-advocacy and proactive use of support resources.
- Expand the utilization of Beacon to identify and support a wider group of first year students whose retention and/or academic success may be challenged.
- Monitor degree progress list and follow-up with students who have fallen significantly behind in their academic plan and credits earned and make referrals to advisors/colleges.
- Educate individuals (advisors, coaches, student peers) on how to make appropriate referrals for academic support needs.
- Develop opportunities to support students in the STEM fields through experience that strengthen their relationship with STEM faculty members and foster persistence through the curriculum; collaborate with faculty on the Howard Hughes Medical Institute Grant.
- Seek opportunities to educate academic advisors on issues re: at-risk student populations and what the Lehigh research suggests as it relates to retention and overall student success.
- Assess the Summer Success & Aid Program and make recommendations for future implementation and in collaboration with Enrollment Management Team and the Financial Aid Office.
- Coordinate the Transitions Advisory Group (TAG) to identify and take action on issues contributing to students' departure from Lehigh; work with the Enrollment Management Team to bring attention to this and related persistence issues.
- Contribute to the development of a four-year comprehensive plan for academic support and leadership development as it relates to student-athletes.
- Serve as a liaison amongst the Dean of Students Office, Athletics and the Registrar's Office in tracking the academic progress of students and addressing NCAA eligibility issues when appropriate.

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Assessment Plan:

- Track the academic and degree progress and GPAs of specified populations and as compared to the general student population.
- Track the utilization of our services to included 1:1 meetings, program attendance and participation.
- Track and monitor pre and post academic performance of students who receive academic coaching services.
- Continued evaluation of processes for identifying academic or eligibility issues by area and collectively (DOS, Athletics, Registrar's Office).
- Consistent program evaluations to determine effectiveness

Progress To Date:

Intended Outcome:

By continuing to address and improve communication outlets and methods, the Office of Fraternity and Sorority Affairs will increase visibility and utilization of resources, programs and initiatives within the fraternity and sorority community to all relevant stakeholders. (OFSA)

Action Steps:

- Utilization of chapter financial reporting in order to move towards financial transparency and promote clear understanding of costs associated with membership to all relevant stakeholders
- Revision of OFSA website in order increase transparency and understanding of Financial Obligations and Conduct Records
- Creation of OFSA protocol for communicating Greek Community updates through existing social media outlets
- Utilization of revised format and medium for sharing chapter reports with various stakeholders
- Assessment of Illuminate Parents Session series to allow OFSA staff to discuss the role of the Office and utilization of the OFSA website, as well as the recruitment and new member education periods
- Continued Re-visioning of Greek Alumni Council (GAC) outreach and communications through use of social media and Illuminate sessions

Assessment Plan:

- Creation and utilization of Illuminate Parent and GAC Session post-assessments
- Tracking of OFSA social media "hits" based on type of update being provided

Progress To Date:

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Intended Outcome:

The Office of Student Conduct & Community Expectations will begin to utilize the services of “Academic Integrity Services” for sanctioning cases of academic dishonesty. (OSC&CE)

Action Steps:

- OSC&CE will work with AIS to develop protocols for assigning this sanction (F ‘14)
- OSC&CE will develop sanctioning language for use in Maxient (F ‘14)
- OSC&CE will develop a plan to compensate for students who cannot afford to utilize AIS (F ‘14)
- OSC&CE will develop appropriate questions for satisfaction survey (F ‘14)

Assessment Plan:

- 90% of academic dishonesty cases will result in AIS as a sanction
- Students will report increased learning as outlined in satisfaction survey

Progress To Date:

Intended Outcome:

The Office of Student Activities with assistance from the Office of Student Center Facilities will strengthen the student club/organization involvement experience to create positive learning experiences for the student leaders and club/organization membership (SA and SCF).

Action Steps:

- Group Student Senate student organizations into categories that represent the focus of the respective student organization and places them with similar organizations
- Shift to a team based advising format based upon the newly created the student organization categories. Student Activities and Student Center Facilities exempt professional staff will be assigned specific student organization categories to work with and be the primary point of contact for these organizations during the academic year.
- Discontinue use of the current event planning form and make use of the Event Form function in the HUB. The Event Form will be the primary event planning tool for student organizations on Lehigh’s campus
- Revise the event planning form and the questions on this form to reflect the bLUeprint foundations.
- Conduct training sessions to empower advisors and Dean of Students staff to feel confident in advising student clubs/organizations in event planning and leadership development
- Hold workshops and create educational tools to teach student leaders how to utilize the HUB club management system including the new Event Form for club and organization purposes

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- Empower and engage faculty and staff advisors to become more involved in the daily advising of student clubs/organizations through a workshop series and other educational formats
- Discontinue the current student organization officer training session model and hold a daylong training session in September 2014 for Student Senate student organization officers. The new training session will be workshop based and includes the integration of the *bLUeprint* foundations
- Revise and update student organization policies and procedures for placement on a central website.
- Develop a comprehensive and equitable funding model for programs hosted in Lamberton Hall and co-sponsored by Student Activities.
- Make the Student Organization Resource Center (the *SOuRCe*) a vibrant one-stop physical and advising resource space for Lehigh student groups
- Seek on going feedback to determine student organization resource needs.
- Train undergraduate student workers in the *SOuRCe* to assist student organization in planning campus events
- Develop a framework with learning outcomes for a student organization leader certification workshop series based on the five *bLUeprint* foundations
- Promote the Campus Event Advisory Group as an event planning resource for student clubs/organizations
- Promote Lehigh After Dark events on Thursday, Friday, and Saturday nights as a programming opportunity to student clubs/organizations
- Use the five *bLUeprint* foundations to develop pre and post event advising questions for use with Student Senate organizations when planning events. The respective staff member will follow up with the student organization with reflection questions post event

Assessment Plan:

- Through random sampling survey students who are in club/organization leadership roles using Campus Labs Baseline software to gather learning outcomes and satisfaction data
- Post event reflection questions
- Seek feedback from student organizations using the *SOuRCe* on their experience and how it can be further improved
- Survey CEAG participants using the Campus Labs Baseline software to gather feedback on their experience
- Track the *SOuRCe* usage. Focus will be on hourly usage by students and overall usage by student clubs/organizations as well as club/organization type.

Progress To Date:

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Intended Outcome:

The Offices of Student Activities and Student Center Facilities will develop a comprehensive training program and curriculum for graduate assistants and student workers to increase the development and professional growth of employees (SA and SCF)

Action Steps:

- Use bLUeprint to determine student staff training needs
- Conduct a training program for all Student Activities and Student Center Facilities student staff in September 2014.
- Develop a core curriculum for student staff built on the bLUeprint foundations.

Assessment Plan:

- Conduct pre and posttest surveys with student staff on skill development
- Utilize end of the year interviews with student staff to determine what skills students developed and what experiences provided the greatest learning opportunities

Progress To Date:

Extended Outcomes (2 – 3 years out)

Student Affairs Divisional Outcome 4: 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.

Immediate Outcomes (a/y 2014-15)

Intended Outcome:

Continue to educate the Lehigh community on technology and accessibility issues. (DSS)

Action Steps:

- Review the Technology and Accessibility committee members and focus
- Review and update LTS websites for accessibility
- Review and update assistive technology (hardware and software)
- Offer workshop to staff and faculty on Universal Design

Assessment Plan:

- Committee report on review process
- Evaluations from Universal Design workshop

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Progress To Date:

- Reorganized technology committee to include Communications & Public Affairs
- Reorganized committee meetings to increase contact time (twice a semester)

Intended Outcome:

The new Office of Gender Violence Education and Support will be established within the Dean of Students, Student Affairs and the broader Lehigh community. (GVES)

Action Steps:

- GVES will develop a brand/logo and begin marketing
- GVES will separate itself from the Women's Center while maintaining a collaborative relationship
- The new GVES office and its role will be communicated out to students, faculty and staff
- It will be communicated out that gender violence work will now be operating from a healthy relationship and strengths based approach
- The GVES director will be established as a gender violence and healthy relationship expert on campus
- A strategic plan will be created for the GVES office that addresses both short and long term goals

Assessment Plan:

- GVES visibility opportunities will be tracked
- GVES will have a logo
- Collaboration with the Women's Center will be tracked
- The GVES director's consulting opportunities will be tracked
- GVES will have a strategic plan

Progress To Date:

Intended Outcome:

The Office of Student Conduct & Community Expectations will revise the Student Code of Conduct to reflect changes required by changes in law and current practice. (OSC&CE)

Action Steps:

- OSC&CE will develop new language based on consultation with OGC. (F '14)
- OSC&CE will meet with necessary faculty committees (F '14)
- OSC&CE will have changes approved by the faculty (F '14)

Assessment Plan:

Progress To Date:

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Intended Outcome:

As a result of revising overall office learning outcomes, utilizing intentional measures of assessment, and enhancing branding efforts, the Office of Student Leadership Development will be able to better articulate student satisfaction, engagement, and learning resulting from engagement with our office. (OSLD)

Action Steps:

- Revise the current OSLD learning outcomes to better articulate the purpose and intention behind office offerings and programs
- Implement the Multi-Institutional Study of Leadership (MSL) to identify campus and community needs surrounding leadership engagement
- Enhance the branding and visual identify of the OSLD in order to better articulate and visually identify the mission and vision of the OSLD
- Create infographics for key programs
- Further integrate social media into the OSLD daily ritual
- Revise the website to identify key programs and outcomes of the OSLD

Assessment Plan:

- Updated website and social media with more visits
- MSL data review
- Tangible infographics that are displayed

Progress To Date:

- Working with a graphic designer to update one sheets and update the OSLD color palette

Intended Outcome:

Through focused communication in large staff meetings and 1:1 supervisory meetings, Dean of Students staff will be able to intentionally reflect on their own personal professional development while also gaining a basic understanding and recognition of the commitment to professional development, growth and learning engaged in by other staff members. (P&A)

Action Steps:

- Revisit the process of incorporating professional development competencies into the GPS evaluation process
- Incorporate professional development highlights into DOS staff meeting agenda and/or agendas for DOS specific professional development meetings
- Gather suggestions and feedback from staff on topics that would be the most beneficial for their learning and incorporate those into group DOS sessions.

Assessment Plan:

- TBA

Progress To Date:

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Intended Outcome:

As a result of consultation and collaboration between Dean of Students departments and staff members with the Director of Planning & Assessment, departments and staff members will be able to develop and communicate realistic, intentional and timely assessment plans, assessment processes, and assessment results beyond their department. (P&A)

Action Steps:

- Plan, implement, execute a trial “assessment summit” for the division
- Work with at least 6 Dean of Students offices/departments on utilizing “Assessment Insights” to communicate results
- Highlight at least 3 different offices throughout the year during DOS staff meetings that are creatively and effectively implementing assessment into their culture

Assessment Plan:

- A post assessment summit survey will be distributed to all participants to gather process and content feedback
- The number of offices that create assessment insights will be tracked and those that do will be asked to share those as part of DOS staff meetings

Progress To Date:

Intended Outcome:

As a result of creating a dedicated web space and presence for assessment, both Student Affairs staff members and external constituents will be able to access foundational assessment documents, resources and learning points taken from assessment efforts as they relate to the undergraduate student population. (P&A)

Action Steps:

- Work with Ann Schadler to update current content.
- Work with LTS/Ann Schadler to add a specific landing site for assessment and integrate that with the strategic planning & annual reporting sites
- Collaborate with Linda Harbrecht to ensure the “assessment story” is being told effectively for all audiences

Assessment Plan:

- Having a tangible website will be the first marker, then some analytics like number of visits to the site, links most often clicked, will be run to see determine usage

Progress To Date:

Extended Outcomes (2 – 3 years out)

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Intended Outcome:

The Office of Student Activities will undergo an extensive internal and external review process to ensure that all programmatic offerings properly support Lehigh students and tie into the five *bLUeprint* foundations. (SA)

Action Steps:

- Reviewed 2009 strategic plan in summer 2013 to determine if all goals and actions steps were successfully completed
- Allowed new staff members sufficient time in the fall 2013 semester to learn and understand their professional responsibilities, learn the Lehigh University student culture, and their roles within the context of the University as members of the Office of Student Activities.
- Benchmarked programs and services with Student Activities Offices at comparable institutions of higher education in summer 2014
- Begin planning in summer 2014 for external review that will take place in spring 2015.
- Map current programmatic offerings with the five *bLUeprint* foundations in 2014-15
- Develop learning outcomes for all programmatic and service offerings
- Develop assessment plan for selected programmatic and service offerings
Conduct an internal review of programmatic offerings using multiple methods including surveys, focus groups, and individual interviews to receive feedback and input from key stakeholders.
- Analyze, sort and draw conclusions from data collected during 2014-15 academic year.
- Finalize strategic plan in summer 2015
- Develop plan to rollout the strategic plan in 2015-16 academic year

Assessment Plan:

- Conduct internal review through observation, surveys, assessments, focus groups, and interviews
- Conduct assessments on specific programs to determine progress made towards learning outcomes
- External review process

Progress To Date:

Intended Outcome:

By reviewing and updating our marketing and communication strategies, campus constituents will be able to identify and utilize the resources offered by the Office of First Year Experience. (OFYE)

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Action Steps:

- Assess our office perception across campus with students and staff
- Promote the OFYE as a resource to the campus, specifically to English faculty with the addition of a GA from the English department
- Create a stronger connection to the English department with the summer reading program
- Involve more faculty/staff in the summer reading program
- Create a yearlong resource for faculty/staff connected to themes in the summer reading program
- Promote common language of “first-year student” and family instead of freshmen and parents through communications with faculty and staff
- Communicate regularly with the first-year class using a weekly newsletter that includes reflection questions and pertinent information
- Create an Instagram account to promote student connections to the office
- Consider using the Instagram account to promote students reflections of bLUeprint foundations
- Look into offering a 5x10 program in the spring semester to continue marketing the bLUeprint program
- Promote second semester experiences by creating a bLUeprint showcase for all students with the focus on first-year students getting connected to offices/programs for their spring semester
- Review the faculty and staff experience as an evoLUtion seminar facilitator
- Increase our program options for first-year and new students in the spring semester
- Research the feasibility of a spring Camp Hawk
- Research a certification track for the completion of spring 5x10 programs with a ceremony acknowledging the efforts of students who completed spring and fall programs.
- Consider hosting a “First-Friday” in the OFYE to engage more students with the office throughout the semester

Assessment Plan:

- We will create a faculty/staff survey to assess the office resources
- We will offer at least 2 focus groups in the fall semester to gauge the usage of the weekly newsletter.
- Review the number of faculty/staff who participate in the summer reading program

Progress To Date:

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Intended Outcome:

In order to make future staff transitions as smooth as possible, the Office of First Year Experience will create an online transition manual which documents all processes, programs and contacts. (OFYE)

Action Steps:

- Meet with Jen O'Brien Knotts to learn more about the confluence system which can be used to create an online manual
- Review all current transition information/binders to determine what information is missing and what information is outdated
- Begin organizing all files on the idrive and on the hdrive for staff
- Brainstorm a list of offices/contacts that we use regularly that need to be kept up to date
- Review the monthly calendar in the office and update to reflect current practices/programs
- Create a GA transition manual that includes notes on each program
- Organize assessment data and numbers from the past 10 years
-

Assessment Plan:

- We will have an online document/tool that guides new staff through the office programs and events.
- We will review the use of said documentation over the course of the year.

Progress To Date:

Student Affairs Divisional Outcome 5: 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.

Immediate Outcomes (a/y 2014-15)

Intended Outcome:

As a result of intentionally structured and customized self-reflection opportunities, chapters and individual members will be able to articulate understanding of the bLUeprint Five Foundations, per use of Office of Fraternity & Sorority Affairs learning strategies. (OFSA)

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Dean of Students Office Strategic Plan

Action Steps:

- Launch of year-long Accreditation revision process, in order to ensure continued evolution of Accreditation, specifically as it relates to Accreditation
- Continued utilization of the Accreditation Liaison program to create opportunities for periodic chapter-wide self-reflection across the academic year
- Implementation of Chapter President Learning Strategy in order to reflect on key developmental moments for chapter presidents
- Implementation of Greek Forum and Cabinet Meeting Learning Strategy in order to tie Chapter President Learning Strategy into key community conversations with Greek governing councils and chapter executive boards
- Continued revision of Recruitment Counselor, QUEST and “5 x 10” Learning Strategies in order to create self-reflection opportunities for first year students on understanding a values based existence, and residential transition, per Student Life
- Implementation of New Member Educator Training Learning Strategy for chapter new member educators to better understand their role in understanding first year students and creating effective new member education plans
- Revision of Interfraternity Council and Panhellenic Council Recruitment processes in order to provide potential new members written reflection opportunities through the Draftbook.
- Piloting of joint bLUeprint community new member education opportunities with select chapter new member classes

Assessment Plan:

- Use of student and alumni focus groups to assess the Accreditation process both from a participant and a panelist perspective
- Continued use of on-line platform for Accreditation Liaisons and Faculty/Staff Advisors to provide real time feedback as to progress made and/or direction taken by chapter in use of self-reflection
- Utilization of Draftbook reflection questions during pre-recruitment meetings and during recruitment processes
- Continued utilization of IFC and Panhellenic post-recruitment assessment
- Chapter President and Greek Forum Learning Strategy assessments TBD
- Continued development of new member plan learning rubric based off of bLUeprint foundations

Progress To Date:

Intended Outcome:

To strengthen and further develop opportunities for formalized living-learning experiences in the residence halls with a focus on assessing and improving the first-year and upper-class Live Lehigh program. (ORL)

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Action Steps:

- Further brand and solidify the umbrella Live Lehigh program as the living-learning model for residential communities at Lehigh University.
- Advertise more widely to interested offices and students to entice new advisers and student leaders for future Live Lehigh communities.
- Strengthen the UMOJA Live Lehigh program through addition of student staff, building renovation, and strengthened community development efforts.
- Investigate opportunities for expansion of Residential Fellow program.
- Partner with the Pride Center and Residential Services on critically examining and assessing the mission and outcome of Gender Neutral Housing.
- Partner with the Office of the First-Year Experience to develop first-year Live Lehigh Evolution Seminar sections.
- Facilitate community bLUeprinting for each existing Live Lehigh group.
- Educate existing community members on strategies for community expansion and sustainability.
- Develop comprehensive Live Lehigh advisers' guides to help clarify the adviser role and encourage and facilitate adviser participation in the communities.
- Assess success of first-year Live Lehigh program and examine opportunities for future expansion of the program.

Assessment Plan:

- Residence Life end of year survey will include living-learning specific questions as well as comparison data between residential areas with and without Live Lehigh communities.
- Specific Live Lehigh survey or focus groups to assess participant, adviser, and student staff satisfaction.
- Compare student conduct data between residential areas with and without Live Lehigh communities.

Progress To Date:

- Individual community marketing graphics for branding created, posted to website, and shared with advisers and student groups for each FY and UC community.
- First-year Live Lehigh adviser's guide written and distributed for fall 2014.

Intended Outcome:

To further connections with academic departments and integrate bLUeprint into the residential experience, the Office of Residence Life will continue the development and improvement of Live Lehigh as student initiated, themed residential communities (ORL)

Action Steps:

- Facilitate biweekly meetings with Community Coordinators, Gryphons, and Advisors to assist with program planning, marketing, and theme integration

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- Communicate regularly with faculty and staff advisors regarding community status, financial management, and reapplication/assessment processes
- Partner with any students, staff, or faculty interested in developing a new community
- Market the Live Lehigh program and its communities while transitioning to new logo
- Transition Live Lehigh as a bLUeprint learning experience including community development expectations and application processes
- Include community coordinators on the reapplication presentation panel and open up presentations to all communities and DOS
- Form a committee to investigate expanding Live Lehigh to first year areas (include members of Residence Life, Residential Services, Office of First Year Experience, and current Live Lehigh Advisors)
- Attend ACUHO-I Living Learning Conference

Assessment Plan:

- Gather informal feedback during bi-weekly meetings and individual conversations with community coordinators, Gryphons, and advisors in the fall and spring semesters to gather their feedback regarding the program.
- End of year final reports submitted by each community with request that several community members share their personal experience
- Campus Labs assessments for residents and Gryphons at the end of the academic year

Progress To Date:

Intended Outcome:

By participating in intentional training, the Office of Student Leadership Development student staff and key stakeholders will be able to dialogue about personal and leadership development, translate practical skills to real world experiences, and an enhanced ability to mentor Lehigh students to lead positive change. (OSLD)

Action Steps:

- Implement a day long OSLD student staff retreat incorporating bLUeprint, practical skills training, and professional development
- Incorporate professional development and reflection into student staff meetings
- Implement opportunities for growth and feedback for student staff through a mid-year and end of year evaluation process
- Provide continued training and assessment opportunities for Leadership Consultants to improve their effectiveness in workshops and consulting
- Develop and implement online modules for peer leaders
- Encourage OSLD student staff to seek out opportunities for professional growth and success

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Assessment Plan:

- Staff assessment/feedback forms
- Language utilized by the staff

Progress To Date:

- Created a one day staff retreat

Extended Outcomes (2 – 3 years out)

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.

Key Initiatives for 2014-2015:

1. **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)

Immediate Outcomes (a/y 2014-15)

Extended Outcomes (2 – 3 years out)

2. **Student Life Curriculum** - Known as bLUeprint, the Student Life Curriculum operationalizes the University's Core Developmental Competencies in partnership with students. Student Affairs offices work synergistically to provide developmentally appropriate, sequenced learning experiences for all Lehigh students to learn and grow within and across the Curriculum's 5 Foundations for Student Success. In its 2013-2014 pilot year, special attention was paid to First Year students' needs and transitions points whereas 2014-2015 will focus on critical touch points with Second Year students -- all of whom live within our residential environment. Additional offices will grow the Curriculum and its offerings, assisting Student Affairs in communicating the value of living on campus while enhancing Lehigh's current campus climate. (Outcomes 1,3, 4, 5)

Immediate Outcomes (a/y 2014-15)

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Intended Outcome:

Communicate the mission and scope of bLUeprint to a variety of stakeholders and prepare online resources for Lehigh staff, faculty, and students to utilize in training and development. To enhance the scope and impact of bLUeprint, the steering committee will further explore collaborative efforts for upper class students. (ORL)

Action Steps:

- Present on and represent bLUeprint at regional and national conferences (MACUHO, ACPA, RCI, Virginia Tech Aspirations for Student Learning) in a variety of formats including talking about the overall initiative or specific learning experiences transformed through bLUeprint (e.g., supervision model, training, etc.).
- Develop bLUeprint website in preparation for the bLUeprint website mobile application
- Construct and test the bLUeprint website mobile application in conjunction with LTS and stakeholders
- Create a platform for others to train themselves on bLUeprint to be able to understand and communicate its mission including an overall technology layer (website & app) as well as a resource bank for staff, faculty, and students (e.g., online module, in-depth facilitation guide, presentation guidelines, introduction video and detailed brochures)
- Hire and train a student worker to help facilitate student blueprinting processes and explore the possibility of hiring a Graduate Assistant
- Utilize the bLUeprint steering committee to develop collaborative upper class learning experiences (e.g., implementing Draft Book 2.0, organizational bLUeprinting).

Assessment Plan:

- Share Assessment insight with stakeholders (e.g., to stakeholders we've already presented to across campus... insights with the first year of bLUeprint)
- Infuse questions into existing assessments to yield us data on progress toward these actions steps (e.g., Baseline question bank, departmental surveys)
- Assess staff engagement with bLUeprint including competency and involvement (e.g., collecting learning experiences across offices and sharing best practices to demonstrate widespread student participation; offices involved; strategies developed; bLUeprint infographic to visually represent progress internally and externally - ORL and bLUeprint website)

Progress To Date:

Intended Outcome:

By utilizing compiled assessment resources and consulting with the Director of Planning & Assessment, departments and staff will be able to communicate the perceived values, benefits and skills that particular learning experiences offer to undergraduate students as well as how

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those experiences enrich the students' perceived learning and overall experience on campus.
(P&A)

Action Steps:

- Gather a special committee (similar to the previous Student Affairs Assessment Committee) to further strategize and make recommendations about the most effective way to assess the overall impact the implementation of bLUeprint is having
- Assemble departmental directors to strategize how to ensure a focus on assessing the Foundations for Student Success, utilizing the Baseline survey resource
- Work with DOS leadership to identify top priorities and key learning experiences that would benefit from the most direct consulting attention

Assessment Plan:

- Track the number of departments working with the Director of Planning & Assessment to creatively assess bLUeprint.

Progress To Date:

Intended Outcome:

By continuing to implement the bLUeprint curriculum in student staff selection and training, more of the Office of First Year Experience staff will be able to articulate the goals and purpose of bLUeprint. (OFYE)

Action Steps:

- Reevaluate the OFYE student staff training to assess students' understanding of bLUeprint
- Incorporate the Five Foundations in all application processes for new staff (including OCs, returning OLs, Camp Hawk Counselors and new OLs.)
- Spend time focusing on the "connect and apply" phases of the learning cycle with the returning OLs and OCs.
- Continue to assess the understanding of bLUeprint with all student staff through weekly reflections and quizzes
- Continue to focus on the identity development and inclusive leadership sections of OL/CHC training and implement the use of the VISIONS guides to discussion

Assessment Plan:

- Weekly quizzes and reflections during OL/CHC training to assess their understanding of the Five Foundations and the learning cycle
- Staff assessment survey before and at the end of training
- One on one meetings with returning OLs and OCs

Progress To Date:

Extended Outcomes (2 – 3 years out)

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3. **The Visions Model of Inclusive Diversity-** In support of building an Equitable and Inclusive environment, we are committed to infuse the Visions Inc. Model into our efforts across the division. Our goal is to use the Visions paradigm as a lens of inclusive diversity. The Dean of Students staff will undergo an intensive 2 day training in August 2014. Efforts will focus on additional S.A. staff being trained in the Visions Inc. Model. The Visions Inc. Model will also be the foundation for the Student Affairs Diversity Strategic Plan. (Outcome 3)

Immediate Outcomes (a/y 2014-15)

Extended Outcomes (2 – 3 years out)

4. **Compliance-** In order to be in compliance with the ever - changing laws and policies that govern higher education in the USA, we will stay current with national sentiment and legislation, and identify those areas that we need to address regarding compliance issues. Of utmost importance are those areas that deal with health and safety of our students, staff and faculty (i.e. mental health, gender violence, harassment, student conduct practices, disability services, etc.) (Outcomes 1,2, 5)

Immediate Outcomes (a/y 2014-15)

Intended Outcome:

The Office of Student Conduct & Community Expectations will work closely with the Office of the General Counsel, the University Compliance Officer, University Police and other offices on campus to ensure that student conduct policies are in line with federal state and local law. (OSC&CE)

Action Steps:

- Regular meetings with OGC and other office
- Continued and ongoing review of policies and practice
- Professional development to ensure up-to-date knowledge of current issues.

Assessment Plan:

- Lehigh University's policies and practices will be in compliance
- An internal audit of practices and policy

Progress To Date:

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Intended Outcome:

The Office of Gender Violence Education and Support will work closely with the Office of General Counsel, the University Police, and the Gender Violence Reporting Group to ensure gender violence prevention, reporting and support are in line with federal and local law, as well as national recommendations. (GVES)

Action Steps:

- Regular meetings and communication with General Counsel, LUPD and the GV reporting group.
- Continued and ongoing review and updates of policies, procedures, practice and programs.
- Professional development to ensure the most up-to-date knowledge on gender violence issues.

Assessment Plan:

- Lehigh University's gender violence policies and programs will be in compliance.

Progress To Date:

- Type progress here. It can be progress toward the goal overall, the action steps, or toward assessment.

Extended Outcomes (2 – 3 years out)