

## Dean of Students Strategic Plan 2013-14

### ***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 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.

#### Immediate Outcomes (a/y 2013-14)

##### **Intended Outcome:**

OFSA 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 depth of collaboration between the Community Service Office and OFSA to provide opportunities for round-table discussions (e.g. co-facilitated by CSO student worker and council community service chair; topics include best practices, how to lead/facilitate meaningful reflection, awareness vs. philanthropy
- 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 Chapter Intersectionality Pilot groups in order to discuss inclusion and privilege over an extended period of time
- Creation of MGC Funding Proposal and Chapter Inactivity Statement in order to cultivate organizational solvency for culturally based chapters
- Recommendation of System-Wide Assessment Committee (SWAC) to conduct IFC expansion in order to include a historically Jewish fraternity

##### **Assessment Plan:**

- Tracking and analysis of frequency of MGC funding applications, as well as reasons/need for funding applications
- Utilization of “Courageous Conversations” assessment template on knowledge of privilege and social constructs

##### **Intended Outcome:**

To develop a partnership with Career Services in collaboration with PriceWaterhouse Cooper (PWC) in order to increase the recruitment efforts of students with disabilities (DIS).

**Action Steps:**

- Initial meeting with Career Services and Springboard consulting
- Consultation with Career Services and Price Waterhouse Cooper (PWC) to develop a recruitment plan

**Assessment Plan:**

- Development of a recruitment plan for students with disabilities
- Increased number of students with disabilities self-identifying to PWC

**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)

**Action Steps:**

- Further develop comprehensive tutor training and on-going continual educational opportunities for student volunteers in collaboration with the College of Education. We will create monthly specialized training sessions designed to provide students support of their tutoring and mentoring services, increase self-awareness through reflection, and understand basic conflict management skills. (Year 1 & 2)
- 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)
- Seek out grants through the United Way and other grantors to supplement expenses of programs. (Year 2 & 3)
- 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)

**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.

**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 of the 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.
- Develop a reflection curriculum guide that enhances student learning and connects student experiences in the community to academic learning.
- Maintain excellence in the area of policy and risk management enforcement by annually 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.

**Assessment Plan:**

- Utilized newly established rubrics and assessment tools established with Campus Labs that will measure students’ learning in identified developmental competency areas.

**Intended Outcome:**

As a result of working with faculty partners to strengthen academic-based service learning initiatives students will: connect their academic and co-curricular experiences and be able to more fully understand what it means to serve as an active citizen in all aspects of their life. They will also be able to engage both intellectually and in a research capacity around critical and complex social issues plaguing South Bethlehem and other communities in which they may immerse themselves. (CSO)

**Action Steps:**

- Connect with faculty that are offering Service-Learning based courses
- Create comprehensive list of current Service-Learning courses offered
- Partner with LTS to provide Faculty Development Seminars that will guide professors in integrating Service-Learning pedagogy into curricula

**Assessment Plan:**

Extended Outcomes ( 2 – 3 years out)

### ***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 2013-14)

##### **Intended Outcome:**

This year we will be reviewing our long term plans, developing a process for an external review and finalizing the development of our strategic plan (OSC&CE).

##### **Action Steps:**

- Meet with Associate Dean and review Strategic Plan.
- Seek out external review plans from other institutions.
- Identify external reviewers.
- Plan for Fall 2014 External Review.

##### **Assessment Plan:**

- Will have finalized strategic plan
- External review plan and questions will be finalized
- Funding for external review will be secured.

##### **Intended Outcome:**

The Office of Student Activities will build upon and further strengthen the existing programming formats in Lamberton Hall in order to meet the ever changing social, cultural, and educational needs of the Lehigh student population (SA).

##### **Action Steps:**

- Continue offering the weekly Make & Take arts and craft program series during the Friday lunch period.
- Change the name of the Friday and Saturday night programming series from *Late Night Lehigh* to *Weekends at Lamberton*. Programs will continue to be held at Lamberton Hall each Friday and Saturday night starting at 8 p.m.
- Create marketing materials and develop the brand for the newly named *Weekends at Lamberton* programming series.
- Offer a minimum of one Student Activities planned and sponsored *Lehigh After Dark* in Lamberton Hall per month.
- Promote Lamberton Hall to student clubs and organizations as a programming space for *Lehigh After Dark* events on Thursday, Friday, and Saturday nights.
- Use the five *bLUeprint* foundations as the model to determine learning outcomes that are present in current program offerings.

- Upon identifying learning outcomes, an assessment plan will be developed to learn students' progress toward outcomes.

**Assessment Plan:**

- Conduct attendance counts at events using the ID card swipe system connected with the HUB
- Randomly survey students who attend Lamberton Hall programs through Campus Labs Baseline software to gather learning outcomes and satisfaction data
- Seek feedback from student organizations planning programs in Lamberton Hall on their experience and how it can be further improved

Extended Outcomes ( 2 – 3 years out)

***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 2013-14)

**Intended Outcome:**

By reviewing the services and programs offered for “special populations” we will determine the resources and services we are missing, and create a plan to enhance the experience of these students (OFYE).

**Action Steps:**

- Research which populations exist at Lehigh and how many students in each group: including non-traditional, international, commuter, Hispanic, first-generation, transfers, veterans, etc.
- Determine the needs of each population and what support/resources are currently being offered.
- Research our peer institutions and see what they offer for these student populations.
- Survey students to determine their needs based on what is already provided.
- Determine if we are the correct office to provide resources for these student populations.

**Assessment Plan:**

- We will survey students we identified in these populations to gauge the current resources offered and their needs.

**Intended Outcome:**

As a result of intentionally structured and customized self-reflection opportunities, chapters and individual members will be able to articulate developmental opportunities, per use of bLUeprint, Accreditation and other OFSA services (OFSA).

**Action Steps:**

- Utilization of the Accreditation Liaison program and Faculty/Staff Advisor program to create opportunities for periodic chapter-wide self-reflection across the entire academic year
- Continued use of “Courageous Conversations” modules to reflect on understanding of identity, privilege and different perspectives when entering a conversation
- Implementation of Chapter Intersectionality Pilot group in order to discuss inclusion and privilege over an extended period of time.
- Continued use of the Greek Membership Policy to create self-reflection opportunities for first year students with serious incidents with alcohol.
- Implementation of Council Officer/ Chapter President Development Learning Strategy and utilization of general prompts and framing questions for chapter presidents and council officers in order to more effectively shape meetings and one on one opportunities
- Implementation of Recruitment Counselor, QUEST and “5 by 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 Curriculum
- 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

**Assessment Plan:**

- Utilization of Accreditation progress updates via Liaison report backs
- Creation of Chapter Development Question reflection opportunities
- Utilization of “Courageous Conversations” assessment template on knowledge of privilege and social constructs
- Tracking of Greek Membership Policy appeals, as well as trends in policy appeal reflections
- Creation of Council Officer/President One on One mini-assessments
- Chapter new member pre and post recruitment experience assessment
- Chapter new member pre and post new member education experience assessment
- New Member Educator Training pre and post training experience self-reflection opportunity
- Periodic New Member Educator Training mini-assessments
- Utilization of Draft Book reflection opportunities for 5 x 10 opportunities via Recruitment Counselor meetings
- Collection and assessment of 5 x 10 customized questions
- Recruitment Counselor entrance and exit self-reflection opportunity
- Periodic Recruitment Counselor Training mini-assessments

**Intended Outcome:**

To provide a smooth transition for part time temporary learning (DIS).

**Action Steps:**

- Provide a two week overlap with current LD specialist for temporary employee
- Weekly supervision

**Assessment Plan:**

- Student feedback
- Student progress and GPA
- Employee feedback

**Intended Outcome:**

To expand the leadership roles of the Peer Mentors by creating a Student Coordinator position (DIS).

**Action Steps:**

- Identify student coordinator who has an interest in expanding his/her leadership responsibilities
- One on one supervision with student coordinator
- Develop a pilot program which includes the creation of a Peer Mentor course site

**Assessment Plan:**

- Increased first year student involvement
- Increased Peer Mentor involvement
- Explore potential for conference presentation

**Intended Outcome:**

We will finalize our records retention and release policy and have our records request system online (OSC&CE).

**Action Steps:**

- Develop Maxient IR form for records release (Aug. 2013)
- Develop associated forms (records release policy handout and consent form)
- Train Staff on records release
- Publicize policy and process

**Assessment Plan:**

- As of May 2014, 70% of records requests will be handled through Maxient.

**Intended Outcome:**

Through the establishment and implementation of an intentional marketing and social media strategic plan and campaign, the Office of Student Leadership Development (OSLD) will capture the essence of the office vision by sharing initiatives and building awareness across campus utilizing social media and marketing tools, which will assist in telling our story (OSLD).

**Action Steps:**

- Utilize our current social media platforms such as facebook, twitter, linkedin and pinterest to market our office initiatives and provide educational content on a weekly basis
- Research and select social media tools and platforms that complement one another
- Incorporate the current OSLD logo with that of other programs and offerings such as Leadership Lehigh, Athletics Leadership, and Ropes Course.
- Increase interaction with the office and staff members by asking questions and getting informal feedback on social media pages
- Recognize individual acts of leadership, great programs, organizational best practices, etc.
- Create excitement for programs by advertising before programs and sharing successes
- Intentionally select and meet with offices and departments who can assist in the marketing of OSLD offerings
- The Athletics Leadership website content and design will be revised, refreshed and managed regularly by a Graduate Assistant in order to reflect the quality of programmatic offerings.

**Assessment Plan:**

- Number of likes on our facebook page
- Number of tweets on twitter
- Qualitative responses for student and staff understanding of the office and program offerings
- Qualitative feedback about the athletics leadership website will be gathered from key athletics and student affairs staff, faculty partners and students.

**Intended Outcome:**

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

**Action Steps:**

- 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.
- Work with the Office of Student Center Facilities to empower advisors and Dean of Students staff to feel confident in advising student clubs/organizations in event planning and leadership development.
- 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.
- Develop a marketing plan for the SOuRCe



- Train undergraduate student workers in the SOuRCe to assist student organization in planning campus events.
- Develop methods to track hourly and overall student organization usage of the SOuRCe
- Hold workshops and create educational tools to teach student leaders how to utilize the HUB club management system for club and organization purposes.
- 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 as the model to determine learning outcomes that are present in current program and service offerings.
- Upon identifying learning outcomes, an assessment plan will be developed to learn students' progress toward outcomes.

**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
- 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.

**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:**

- Continue to develop a marketing plan and web presence for the OAT area that focuses on resource and support opportunities.
- 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.

**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.

**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**

- Utilize 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 academic advisors on issues re: at-risk student populations and what the Lehigh research suggests as it relates to retention and overall student success.
- Develop opportunities to support students in the STEM fields through experience that strengthen their relationship with STEM faculty members.
- Assess the Summer Success & Aid Program and Excel@Lehigh programs and make recommendations for future implementation.
- Coordinate the Transitions Advisory Group (TAG) to identify and take action on issues contributing to students' departure from Lehigh.
- 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.

**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.

**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:**

- Expand RST tutor training

- Develop and implement online training component
- Develop and implement continued staff training and professional development
- Implement formal and informal performance evaluation, possibly to include 1-on-1 with the director, self-evaluations, and/or peer evaluations.
- Develop and implement formal assessment of tutor training
- Create opportunities for tutors to take a leadership role within the program
- Work with faculty to create opportunities for faculty/tutor interaction

**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
- Tutor performance evaluation (to be developed)

**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)

**Action Steps:**

- Expand Residential Studying and Tutoring to sophomore residences
- Continue to offer group, individual and walk-in tutoring
- 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:**

- Regular meetings with RST tutors for feedback
- 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

Extended Outcomes ( 2 – 3 years out)

**Intended Outcome:**

By assessing the transitional programs beyond Orientation, we will be able to offer innovative programming that assists students in making meaningful connections and increase university retention (OFYE).

**Action Steps:**

- Create a Prelusion survey for students who attended the program prior to this fall to see how connected they are to the peers from the experience or the office sponsoring the experience.

- Create a survey that asks non-Prelusion participants why they chose not to attend a program.
- Review the GPA and retention of students who attended Camp Hawk and how it compares to those who didn't attend the program.
- Create a more thorough follow up survey for the Camp Hawk participants.
- Increase the training and selection processes for Camp Hawk counselors.
- Research other institutions use of themed residential housing options.
- Offer at least 4 themed housing environments for fall 2014.
- Continue the Brown Bag series offered in the spring semester around issues relevant to first-year students.
- Review the Spring Prelusion program and increase participation in the program.
- Create more involvement opportunities for first-year students
- Research other institutions spring semester program offerings.
- Work with residence life to create a residence hall social around housing selection.

**Assessment Plan:**

- We will be creating a few different surveys for students as well as reviewing data we can collect from Institutional Research.

**Intended Outcome:**

To identify and target students most in need of coaching intervention (DIS).

**Action Steps:**

- Evaluate student level of need using documentation, level of service and individual interview
- Continue to supervise GA in Center for Academic Success (CAS) on coaching model
- Refer upper class students who are not in academic crisis to CAS, Jenn Scaia, and other University resources

**Assessment Plan:**

- GPA Assessment and total number of students served
- Data collection at end of semester
- Number of referrals to Jenn Scaia and other University resources

**Intended Outcome:**

OAT will establish and coordinate a multi-year program experience (first-year through graduation) for students that addresses academic, advising and career development needs of identified student populations. (OAT)

**Actions Steps:**

- Continue to identify trends in understanding why certain populations are not making satisfactory progress toward their degree and provide recommendations for improvement.

- Develop a peer mentoring/support program to strengthen the connection amongst students and the university as a whole.
- Create opportunities for students to develop meaningful relationships with various university constituents, i.e. BALANCE, Faculty & Staff of Color Network, Academic Outreach, etc.
- Explore opportunities to incorporate new or existing avenues for career exploration and development with the multi-year plan.

**Assessment:**

- Track and compare the academic progress and success of our students within group, e.g. by sports team, STEM affiliation, underrepresented, etc. to the general Lehigh student population, as well as national statistics as appropriate.
- Consistent program evaluation to determine effectiveness.
- Track utilization of our services to include 1:1 meetings, program attendance and participation.

**Intended Outcome:**

The Center for Academic Success will have a CRLA (College Reading and Learning Association) certified tutor training program. (CAS)

**Action Steps:**

- Read and review requirements and procedures for CRLA certification
- Explore sample certified programs and discuss certification process with other institutions who have certified programs
- Gather documentation for the application process
- Submit application to CRLA for level 1 certification

**Assessment Plan:**

- Meetings with tutors for feedback and tutor training assessments

### ***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 2013-14)

##### **Intended Outcome:**

The OFYE will continue to create an office strategic plan (OFYE).

##### **Action Steps:**

- Review the assessment of the evoLUtion Seminar and determine, with the Provost's office, if we are continuing the program beyond this year.
- Review the orientation fee history at Lehigh and determine a new fee structure.
- Meet with dining services to determine the "door" rate for each Orientation Meal.
- Determine if the Orientation fee should continue to be split with Dining services or if the OFYE should pay dining for the meals eaten by students.
- Review the role of the OFYE with parent and family programs.
- Conduct at least two focus groups with first-year and upper-class students

##### **Assessment Plan:**

- We will have an Orientation fee structure in place by the end of the academic year etc

##### **Intended Outcome:**

By continuing to address and improve communication outlets and methods, OFSA 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: Accreditation, Financial Transparency, New Member Education, Conduct Records, and Occupancy policy
- Creation of OFSA protocol for communicating chapter conduct status changes through social media outlets
- Utilization of revised format and medium for sharing monthly chapter reports with various stakeholders
- Expansion 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

- Re-visioning of Greek Alumni Council (GAC) outreach and communications through use of social media and Illuminate sessions

**Assessment Plan:**

- Inclusion of financial reporting questions in “5 by 10” learning strategies and Parents Illuminate Sessions
- Continued tracking of OFSA social media outlets
- Use of Post Parents and GAC Illuminate session feedback surveys

**Intended Outcome:**

To complete two year partnership with the College of Education/School Psychology faculty in a five year longitudinal study entitled “The Trajectories Related to ADHD in College (TRAC)” funded by the National Institute on Mental Health (DIS).

**Action Steps:**

- Continue to work closely with Dr. George DuPaul on modifying strategies to recruit new student participants
- Communicate with research staff on program activities to publicize study
- Monitor student participation

**Assessment Plan:**

- Number of students who signed up for study and successfully completed study

**Intended Outcome:**

Through integration of professional development experiences into DOS non-exempt staff meetings, non-exempt staff will be able to recognize (in themselves & peers) and discuss a variety of attributes and characteristics that allow them to be effective support staff member for the department as a whole, as well as the individual departments they work directly with (A&P).

**Action Steps:**

- Research and implement the FISH Philosophy of customer service for the non-exempt staff
- Integrate training, review and incentive components for the FISH Philosophy into both the non-exempt staff meetings and the way they interact and support one and other

**Assessment Plan:**

- At the end of the series non-exempt staff will complete a satisfaction survey
- Non-exempt staff will also be asked questions that indicate how they integrated FISH Philosophy tenants into their work and what they observed others doing to align with the philosophy

**Intended Outcome:**

The OSC&CE will be sending out an assessment tool to all students who have been through the conduct process to determine what areas we need to improve concerning student interactions (OSC&CE).

**Action Steps:**

- Review assessments available on campus labs
- Review previous assessment tool used
- Develop plan for sending assessments to students

**Assessment Plan:**

- Will have 30% return rate on assessment
- Incorporate results into next years strategic plan

**Intended Outcome:**

Work with faculty to determine the content of our monthly and annual reports (OSC&CE)

**Action Steps:**

- Attend faculty meeting and ask what information is wanted.
- Develop draft of faculty reports
- Review with general counsel
- Present to faculty

**Assessment Plan:**

- Will attend faculty meeting in September
- Will review draft with general counsel in October
- Will return to December faculty meeting for final review.

**Intended Outcome:**

Through the creation and utilization of intentional quantitative and qualitative assessments, the OSLD will be able to better measure student learning within our programs and receive critical feedback regarding program offerings (OSLD).

**Action Steps:**

- Create overarching surveys and assessments to benchmark student learning in various leadership groups (ex. Leadership Lehigh, GEM, Athletics Leadership, LeaderShape, etc.)
- Effectively track data of who is utilizing our services, participating in our programs and working with the office
- Initiate focus groups to provide relevant and timely feedback on program offerings and learning outcomes

**Assessment Plan:**

- Use of Blueprint (Leadership Lehigh, Greek Leadership)
- Use of campus labs
- Feedback from focus groups

**Intended Outcome:**

The Office of Residence Life will improve marketing and communication efforts by re-branding our visual identity and strategically communicating our office mission. Students and student



staff will understand the resources the Office of Residence Life can provide and recognize the office identity within the context of Lehigh's larger learning environment (ORL).

**Action Steps:**

- Consolidate three disparate logos into a singular visual identity
- Transition office apparel, promotional items, etc. to represent the new visual identity
- Identify any print brochures necessary to represent the office keeping in mind current Residential Services and Dean of Students publications
- Involve all Gryphons in social media usage for building pages
- Devise a comprehensive campus-wide Gryphon recruitment launch with the assistance of current Gryphon staff
- Purchase additional promotional materials for resource fairs and paraprofessional and professional recruitment events
- Educate and engage the Residence Hall Association in conversation about their visual identity for marketing and sponsorship

**Assessment Plan:**

- New logo development and re-branding of office materials
- Present any newly developed print materials to appropriate audiences
- Utilize analytics tools provided by Facebook, Hootsuite, Wordpress and Visual.ly to determine viewership and engagement
- Utilize ORL end of year assessment for student feedback about office visibility and resources as well as social media engagement

**Intended Outcome:**

To effectively infuse the Student Life Curriculum across the Dean of Students, professional development learning opportunities to deepen staff member's understanding of the underlying principles and learning experiences will be offered (ORL).

**Action Steps:**

- Implement the August DOS retreat with guest speaker Dr. Marcia Baxter Magolda introducing self-authorship, a core theory underlying the Student Life Curriculum
- Provide resources for re-conceptualized student staff training to other DOS offices
- Identify potential collaborative training opportunities for student staff
- Utilize cross-functional teams for staff member personal content understanding and re-conceptualization of role as educator
- Consider long-term training and development opportunities for DOS staff members

**Assessment Plan:**

- Assessment of DOS professional staff retreat
- Shared space for SLC resources across DOS offices
- Cross-functional team assessment data

- Informal feedback from staff members to gain input as well as additional resources desired

### Extended Outcomes ( 2 – 3 years out)

#### **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.

#### **Action Steps:**

- Review strategic plan from 2009 to determine if all goals and actions steps were successfully completed
- Allow 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.
- 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.
- Benchmark programs and services with Student Activities Offices at comparable institutions of higher education
- Map current programmatic offerings with the five *bLUeprint* foundations
- Develop learning outcomes for all programmatic and service offerings
- Develop assessment plan for selected programmatic and service offerings
- Analyze, sort and draw conclusions from data collected during 2013-13 academic year.
- Begin planning in summer 2014 for external review that will take place in fall 2014.
- Finalize strategic plan in spring 2014
- Develop plan to rollout the strategic plan in 2014-15 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

### ***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 2013-14)

##### **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
- 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:**

- 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

##### **Intended Outcome:**

By implementing strategic initiatives as part of the bLUeprint, first-year students and Orientation Leaders will be more aware of the bLUeprint program and will be able to identify the five foundations of student learning (OFYE).

**Action Steps:**

- Create a Journal known as the Draft Book for first-year students which will include reflections for key initiatives including the evoLUtion Seminar, Orientation, involvement and community living.
- Create a 5x10 program submission form that will include a reflection question for each program.
- Adjust the Banner system used to track the 5x10 program attendance.
- Create opportunities for students to process 5x10 programs they attend with a student leader.
- Create a logo to market the 5x10 programs and encourage more offices/student groups to submit opportunities for students to be exposed to the Five Foundations.
- Recreate OL training and selection to include bLUeprint language and reflection.
- Adjust the evoLUtion Seminar training to include a description of the bLUeprint process.
- Adjust the evoLUtion Seminar program to include more reflection and connect to the process of Discover, Explore, Connect, Apply.
- Introduce students to the bLUeprint program during the Orientation kick-off event.

**Assessment Plan:**

- First-year students will be asked to identify the Five Foundations in the Orientation survey.
- Orientation Leaders will be asked to identify the Five Foundations and the learning process used in the bLUeprint in their training survey

**Intended Outcome:**

By utilizing bLUeprint learning strategies and other OFSA services, specific leaders in fraternities and sororities will better comprehend the role the Greek community plays in shaping the cultural environment of Lehigh University (OFSA).

**Action Steps:**

- Implementation of Council Office/ Chapter President Development Learning Strategy and utilization of general prompts and framing questions for chapter presidents and council officers in order to more effectively shape meetings and one on one opportunities
- Implementation of Recruitment Counselor, QUEST and “5 by 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 Curriculum
- 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
- Implementation of the Accreditation Liaison program and Faculty/Staff Advisor program to create opportunities for periodic chapter-wide self-reflection across the entire academic year
- Implementation of Council Office/ Chapter President Development Learning Strategy and utilization of general prompts and framing questions for chapter

presidents and council officers in order to more effectively shape meetings and one on one opportunities

- Continued Utilization of new and existing assessment opportunities to augment educational programs and initiatives as it relates to hazing prevention and bystander education.

**Assessment Plan:**

- Utilization of Chapter new member pre and post recruitment experience assessment
- Utilization of Chapter new member pre and post new member education experience assessment
- Utilization of New Member Educator Training pre and post training experience self-reflection opportunity
- Periodic New Member Educator Training mini-assessments
- Utilization of Draft Book reflection opportunities for 5 x 10 opportunities via Recruitment Counselor meetings
- Collection and assessment of 5 x 10 customized questions
- Utilization of Recruitment Counselor entrance and exit self-reflection opportunity
- Periodic Recruitment Counselor Training mini-assessments
- Utilization of National Hazing Consortium behavioral hazing assessment
- Continued analysis of hazing risk and protective factors via Prevention Model environmental analysis

**Intended Outcome:**

The Office of Student Leadership Development (OSLD) will offer programs that align with community needs and the student affairs blueprint through the refocused and revised office offerings (OSLD).

**Action Steps:**

- Review the OSLD strategic plan and athletics blueprint to identify the needs and trajectory of office programs, particularly Leadership Lehigh, Ropes Course, LeaderShape, Leadership Legacies and Head Coaches.
- Increase student and staff inclusion in the OSLD programs to introduce people to resources offered, build credibility and ensure credible information is provided
- Create an indoor ropes course option for groups when the weather does not cooperate
- Provide resources for the campus community to utilize
- Find connections within the blueprint to provide a common language

**Assessment Plan:**

- Qualitative feedback from surveys
- Strategic plan outcomes met

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 2013-2014:*

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)

#### Immediate Outcomes (a/y 2013-14)

##### **Intended Outcome:**

#### Extended Outcomes ( 2 – 3 years out)

##### **Intended Outcome:**

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)

#### Immediate Outcomes (a/y 2013-14)

##### **Intended Outcome:**

#### Extended Outcomes ( 2 – 3 years out)

##### **Intended Outcome:**

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)

## Immediate Outcomes (a/y 2013-14)

### **Intended Outcome:**

The Student Life Curriculum Committee will implement 18 learning experiences developed in the 2012-13 academic year, develop additional collaborative and departmental learning experiences, and create a technological layer for bLUeprint (ORL).

### **Action Steps:**

- Train student staff on new processes, procedures, and expectations
- Evaluate the effectiveness of the learning experiences, incorporating feedback and revising efforts
- Provide professional and student staff support and resources to ensure effective implementation of bLUeprint
- Create bLUeprint communication plan for social media and web content
- Investigate various platforms for the assessment of student learning
- Identify a web designer and build an online presence for bLUeprint

### **Assessment Plan:**

- Compile and review Gryphon training and leadership track assessment and data from Gryphon training modules
- End of Year ORL assessment will capture student experience of new learning experiences
- Focus groups of Gryphons to receive input and feedback on processes and training of student staff
- Platform for assessment will be determined and website and social media presence will be created and marketed to students

## Extended Outcomes ( 2 – 3 years out)

### **Intended Outcome:**

Create and implement a strategic and holistic Student Life Curriculum assessment plan.

### **Action Steps:**

- Develop assessment plan for the Student Life Curriculum
- Select the most effective platform for collecting student responses and choose leaning experiences for reflection
- ‘Standardize’ rubric to assess across contexts
- Finalize cohort of students to interview across their 4 years at Lehigh
- Train professional staff to conduct assessment interviews utilizing Wabash National Study for Liberal Arts Education interview protocol
- Develop instrument to measure the Student Life Curriculum’s overall effect on student development

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)

Immediate Outcomes (a/y 2013-14)

**Intended Outcome:**

Extended Outcomes ( 2 – 3 years out)

**Intended Outcome:**

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)

Immediate Outcomes (a/y 2013-14)

**Intended Outcome:**

By expanding the role of the Student Affairs Assessment Committee to that of a consulting resource and professional development coordinating group, departments and staff members will be able to define realistic and timely assessment plans and processes for strategic priorities and clearly and concisely communicate the results of assessments beyond their department (A&P).

**Action Steps:**

- Pilot the strategic outcomes assessment map and the process of consulting with the SAAC with at least 3 departments
- Introduce “assessment insight” identity system for reporting assessment findings
- Plan, implement, execute a trial “assessment summit” for the division

**Assessment Plan:**

- Those offices that participate in consulting and using the outcomes assessment map will be gathered as “focus group” in the spring to provide insights about the process to improve it for the future
- 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
- A post assessment summit survey will be distributed to all participants to gather process and content feedback



**Intended Outcome:**

As a result of beginning the academic year with a full time Director of Planning & Assessment in place, intentional integration between annual strategic planning and assessment plan development and large strategic priorities and assessment plan development will be embedded in divisional processes (A&P).

**Action Steps:**

- Director of Planning & Assessment will consult with half the DOS departments on strategic outcome assessment plans or program level assessment plans
- Director of Planning & Assessment will consult on the development of and implementation of the assessment for the Student Life Curriculum, “bLUeprint”
- Director of Planning & Assessment will consult on the development of and implementation of the Beacon platform assessing first year student non-cognitive success factors
- Mid-year updates and reviews to the strategic plan will be implemented for DOS departments

**Assessment Plan:**

- The Student Affairs Assessment Committee will be utilized to review the Assessment Plans for DOS departments and provide feedback on the plans
- Presentations on the assessment plans for bLUeprint and Beacon will be given to the DOS staff so they understand how they will be utilized

**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 (A&P).

**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

**Intended Outcome:**

By instituting and collecting key performance indicators for the division, Student Affairs departments and the division as whole will be able to track and communicate progress toward strategically important initiatives (A&P).

**Action Steps:**

- Create a roll out and communication plan for the KPIs themselves, including final terminology to be used and collection platform
- Pilot the KPI collection process with DOS offices piloting the Student Life Curriculum, bLUeprint

**Assessment Plan:**

- The offices piloting bLUeprint will be gathered to give feedback on the KPI form before transitioning the larger staff to utilizing the form