

## 2012-13 Dean of Students 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 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 2012-13)

#### 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:

- Utilizing Accreditation recommendations and chapter development questions to move towards financial transparency and help students to recognize privileges and benefits afforded with membership
- Incorporation of increased chapter self-awareness and exposure opportunities through use of the Five Critical Elements of Successful Community Service Initiatives, in order to link the inclusion sections of Intellectual Development and Community Development in Accreditation
- Continued expansion and development of culturally-based groups (NPHC/NALFO) per System-Wide Assessment Committee (SWAC) recommendations
- 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

#### Assessment Plan:

- Utilization of Office of Institutional Research figure on financial aid need for students in better understanding Greek affiliation
- Continued analysis of chapter growth patterns for cultural based chapter intake processes
- Use of System-Wide Assessment Committee (SWAC) committee to analyze annual chapter recruitment, academic and 90% Occupancy figures
- Use of “Reflection” and “Evaluation” sections of “Five Critical Elements of Successful Community Service Initiatives”
- Continued use of the “Courageous Conversations” assessment template on knowledge of privilege and social constructs developed in spring 2012 semester
- Use of Post “Courageous Conversations” learning opportunities to understand retention of the Principles of an Equitable Community

Intended Outcome:

To explore a partnership with the Community Schools Initiative in order to broaden the positive impact of the Peer Mentor Program within the local community (AS/DIS)

Action Steps:

- Identify Peer Mentors and other students with learning disabilities who have an interest in education to take lead roles.
- Meet with George White to assess public school needs
- Develop a pilot program

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)

Assessment Plan:

- Develop rubrics and other direct assessment measures that will allow us to measure students' learning in identified developmental competency areas. (Year 1 & 2)
- Enhance engagement with parents and teachers through careful evaluation, assessment, monitoring and reinforcement of tutees progress. (Ongoing)

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. (Year 1)

- Develop a reflection curriculum guide that enhances student learning and connects student experiences in the community to academic learning and selected Core Competencies. (Year 1)
- 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. (Ongoing)

**Assessment Plan:**

- Re-evaluate current existing pre/post assessment with the Director of Assessment to ensure that we are obtaining information based on core-competencies.

**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:**

- Partner with LTS to provide Faculty Development Seminars that will guide professors in integrating Service-Learning pedagogy into curricula (Years 1 & 2)
  - Strongly encouraging participation from all faculty members in order to raise awareness of pedagogical approaches that can integrate community participation with a variety of academic course topics
  - Particularly addressing the fact that many faculty do not currently see the importance of Service-Learning or any possible way to connect their course topic to this way of teaching

***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 2012-13)**

Intended Outcome:

By utilizing assessment and Student Life Curriculum, fraternities and sororities will better understand the role the Greek community plays in shaping the cultural environment of Lehigh University. (OFSA)

Action Steps:

- Utilization of continued and existing assessment to augment educational programs and initiatives as it relates to hazing prevention and bystander education (e.g. social host training, NHPW, PVE, etc.)
- Incorporating Student Life Curriculum pilot opportunities within areas such as Accreditation, new member education, transition to new living environments, and helping students understand their personal values
- Continued evaluation of Lehigh social culture in order to assist students and staff in creation of policies and practices regarding high risk drinking

Assessment Plan:

- Integration of chapter specific assessment of alcohol norms within the organization, as well as understanding of physiological factors of alcohol use
- Use of Campus Hazing Assessment data as it relates to physical and organizational environments that affect campus hazing culture and high risk alcohol use
- Use of chapter new member class grade point average comparisons with previous semester grade information
- Use of Campus Alcohol Survey to better understand Greek drinking norms
- Use of exit surveys for chapter new members dropping from the new member education process
- Student Life Curriculum assessment TBD

Intended Outcome:

The Office of Student Activities will provide regular, quality programming through existing programming series and select one-time programs. These programs will meet the multiple programming needs of students and when applicable will support the Lehigh After Dark initiative. (STACT)

Action Steps:

- Continue offering weekly Make & Take programs during Friday lunch period.
- Move standard Late Night Lehigh @ Lamberton programming start time from 7 p.m. to 8 p.m. As this becomes the norm for the program pushing back the standard start time will be explored.
- Offer Late Night Lehigh @ Lamberton programs every Friday and Saturday night as a location for students and student organization to program.
- Offer a diverse program lineup that meets the variety of student interests.
- Tie current offerings into Lehigh AfterDark initiative
- Market Make & Take, Late Night Lehigh @ Lamberton and other programs using social media and traditional methods.

Assessment Plan:

- Conduct attendance counts at events
- Randomly survey student participants at events
- Seek feedback from student organizations planning Late Night Lehigh @ Lamberton events on how the new start time affected programs.

***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 2012-13)

Intended Outcome:

The Office of Residence Life will develop a comprehensive social media program to engage and communicate with students. By participating, students will actively engage in their campus living environment and with the residential staff. Students will have immediate access to important information, updates and upcoming events. (ORL)

Action Steps:

- Develop social media strategy including selecting social media formats, creating a posting timeline, participation incentives, and implementation plan.
- Develop Facebook, Twitter, YouTube, and Wordpress mediums and utilize Hootsuite to manage all social media.
- Provide training for student and professional staff for appropriate usage of social media.
- Create opportunities for all students and all other stakeholders to engage with the Office of Residence Life through the social networks.
- Partner with the Office of Residential Services to ensure consistent, relevant and timely messaging.

Assessment Plan:

- Utilize analytics tools provided by Facebook, Hootsuite, Wordpress and Visual.ly to determine viewership and engagement.
- Track participation in online initiatives including polls, discussions, contests, etc.
- Include questions regarding social media in the ORL end-of-year assessment.
- Host focus groups with staff and residents to determine their level of satisfaction with the Office of Residence Life's use of social media.

Intended Outcome:

By participating in the evoLUtion Seminar, first-year students will be more aware of university resources, better transitioned to the Lehigh community and more prepared for upper-level courses. (OFYE)

Action Steps:

- Meet with first-year students to discuss their experience
- Work with MJ Bishop from the College of Education to design an assessment for the seminar
- Gather data from the evoLUtion Seminar facilitators to adjust the program for 2013.
- Review the content and structure of the 2012 seminar experience
- Create a more centralized registration process for the seminar
- Enhance the training for Orientation staff and faculty/staff facilitators

Assessment Plan:

- In collaboration with MJ Bishop, we will distribute a survey to 50 students after the seminar and compare their responses to the orientation survey they completed in August. We will also conduct focus groups.

Intended Outcome:

As a result of research, benchmarking and assessment, the OFYE will structure the first-year, transfer and family orientations and other office sponsored programs to enhance the experience for all involved and continue to expose students to the core competencies. (OFYE)

Action Steps:

- Review all Orientation schedules (including first-year, family, transfer and commuter students) and identify sessions that need adjusted for the future
- Review the preclusion programs and determine which programs should be offered next fall. Ideally we would like to increase the program participation to ¼ of the class in the next few years.
- Continue building campus relationships with key service providers (Residential Services, Registrar's office, LTS and Banner, etc.)
- Review Camp Hawk data and create follow up with students who participated in Fall 2012
- Create and market Spring Preclusion programs

Assessment Plan:

- We will focus our assessment on the preclusion programs. We will review data from the past two years and conduct follow up meetings with student participants.
- We will provide a survey to families and students following Orientation to gather data on additional information they need during orientation.

Intended Outcome:

The OSC&CE will improve and develop the office website so that it is more informative and useful and is seen as best practice in the area of student conduct administration. (OSC&CE)

Action Steps:

- Student Conduct websites will be checked for benchmarking purposes.
- Work with LTS to develop new conduct website based on needs and best practices
- Secure all documents that should be posted.
- Document change/update process for support staff.
- Work to develop brand and logo

Assessment Plan:

- A new OSC&CE website will be ready for August 1, 2013

Intended Outcome:

The OSC&CE will revamp the Lehigh University Student Handbook so that it better serves Lehigh University Students and is seen as a national standard for student handbooks. (OSC&CE)

Action Steps:

- Develop Committee and Charge – Sept. 2012
- Convene committee –Fall 2012
- First Draft – December 2012
- Revisions - Spring 2013
- Publication June 2013

Assessment Plan:

- We will have a new student handbook for July 1, 2013

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 Accreditation metrics and chapter development questions to move towards financial transparency and promote clear understanding of costs associated with membership to all relevant stakeholders
- Articulation of Campus Hazing Assessment results with key constituencies in order to create effective hazing prevention strategies
- Publishing of chapter conduct status updates (violations and sanctions) through the “Chapter Conduct Status” link of the OFSA website
- Continual maintenance of online presence through use of OFSA website and social media outlets (Facebook, Twitter, Blog), as well as exploration of new online opportunities (e.g. Pinterest, YouTube channel)
- Utilization of new format and medium for sharing monthly chapter reports with various stakeholders
- Creation of Illuminate Parents Session series to discuss recruitment and new member education periods

Assessment Plan:

- Continued use of information gathered from Campus Hazing Assessment
- Creation of parents' assessment to obtain awareness and understanding of illuminate sessions, as well as utilization of the sessions and information learned from the sessions
- Alumni and inter/national headquarters feedback regarding ease of utilization and retention of information gathered from videocasting for monthly reports

Intended Outcome:

The Office of Academic Transitions (OAT) 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:

- Develop a marketing plan for the OAT area.
- Create an OAT web presence to include resources and support, recognition, and opportunities to get involved on campus for student-athletes.
- Create an advisory board to broaden retention efforts for at-risk student populations.
- Shadow athletic teams during their respective seasons to further develop relationships with coaches and the student-athlete population.
- Identify specific metrics for success for the OAT program, related initiatives and outreach and use this information to communicate our populations of focus to the larger university community.
- Identify an assessment tool that can be used to identify at-risk students and thereby focus our proactive advising efforts.
- Actively engage and provide resources as needed to increase persistence and promote student 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 pre and post academic performance and practices of students who receive 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.
- Benchmark the academic progress and success of our students with comparable institutions

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:

- 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.
- Assess the Summer Aid Program and make appropriate changes and/or improvement for 2013.
- Develop opportunities to support students in the STEM fields.

Assessment Plan:

- Track degree progress and GPAs of these specified populations.
- Track the academic progress and success of our students within group, e.g. by sports team, STEM affiliated, etc., compare to the general Lehigh student population, as well as national statistics as appropriate.
- Consistent program evaluations to determine effectiveness.

Intended Outcome:

Student-athletes will have support and access to appropriate resources to facilitate their academic success throughout their Lehigh experience. (OAT)

Action Steps:

- Integrate academic support resources and delivery throughout the Lehigh Pride Program.
- Develop a monthly discussion series for underrepresented student-athletes as a means of support, leadership development, and personal growth amongst their peer group.
- Coordinate weekly study sessions throughout the academic year that foster an environment that is monitored and supportive of student needs.
- 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:

- Consistent program evaluations to determine effectiveness.
- Track degree progress and GPAs by sports team 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 and practices of students who receive coaching services.
- Continued evaluation of processes for identifying academic or eligibility issues by area and collectively (DOS, Athletics, Registrar's Office).

Intended Outcome:

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

Action Steps:

- Evaluate student level of need using documentation, level of service and individual interview
- Train new GA in Center for Academic Success (CAS) on coaching model
- Refer upper class students who are not in academic crisis to CAS

Assessment Plan:

- GPA Assessment and total number of students served

Intended Outcome:

The Office of Student Activities will oversee the coordination, opening and continued operations of the new Club Resource Center in the University Center. The space will be a vibrant one-stop physical and advising resource space for Lehigh student groups. (STACT)

Action Steps:

- Work with the Office of Student Center Facilities staff on the physical layout of the space.
- Order supplies and arrange for delivery.
- Arrange the setup to maximize student group usage.
- Seek on going feedback to determine student organization resource needs.
- Develop a marketing plan for the space
- Hold a naming contest that generates student submissions with the name selected by vote of the undergraduate student body
- Hire and train work study students to staff the center during operating hours
- Train undergraduate student workers and the Student Center Facilities graduate assistant to assist student organizations in planning events.
- Coordinate the opening in late fall 2012 with the grand opening in spring 2013.
- Develop methods to track hourly and overall student organizations usage.

Assessment Plan:

- Track hourly usage by students
- Track overall usage by student organizations and by organization type
- Conduct satisfaction survey of users
- Review items and services used by students and student organization to gauge effectiveness of current offerings.

Intended Outcome:

The Office of Student Activities will continue to integrate the use of the HUB (CollegiateLink system) into the Lehigh campus culture. (STACT)

Action Steps:

- Implement the HUBtember marketing plan that includes promotional give-a-ways, education sessions and a club competition centered around club use during the month of September and early October. This marketing plan targets both students and student clubs.
- Conduct training sessions with student organizations.
- Schedule information sessions with student organizations not using the system.
- Schedule informational meetings with campus offices currently not using the system.
- Conduct trial tests with attendance tracking function using the ID card swipe system. These test will be done at events hosted by the University Productions programs and programs offered by the Office of Student Activities.
- Work with the Student Life Curriculum Committee to explore whether the Co-curricular Transcript feature is applicable for use with the student life curriculum development.

Assessment Plan:

- Monitor system usage through Google Analytics
- Track number of information and training sessions conducted

Extended Outcome (2 – 3 years out)

Intended Outcome:

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

Action Steps:

- Implement the use of an assessment tool that identifies first-year students who are at-risk.
- Develop course-specific study skills sessions to assist student-athletes with tutoring and additional resources they are utilizing for assistance in course work.
- Revamp the four-year comprehensive plan for academic support and leadership development as it relates to student-athletes.

Assessment Plan:

- Track degree progress and GPAs of these specified populations.
- Track the academic progress and success of our students within group, e.g. by sports team, STEM affiliated, etc., compare to the general Lehigh student population, as well as national statistics as appropriate.
- Consistent program evaluations to determine effectiveness.
- Track the utilization of our services to included 1:1 meetings, program attendance and participation.
- Track and monitor pre and post academic performance and practices of students who receive coaching services.

Intended Outcome:

The OAT will establish and coordinate a multi-year program experience (first-year through graduation) for students that addresses academic, advising and career development needs as a means to increase student persistence. (OAT)

Action Steps:

- Continue to identify trends in understanding why certain populations are not making satisfactory progress toward their degree.
- Explore the expansion of the Prelusion Program in collaboration with the Office of Multicultural Affairs to focus on first-year underrepresented students and their adjustment.
- 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 in this multi-year plan.

Assessment Plan:

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

Intended Outcome:

The OAT will establish an advising group to discuss and take action on developed recommendations to address the issues contributing to students' departure from Lehigh. (OAT)

Action Steps:

- Utilize information gathered from comprehensive exit surveys that students will complete before withdrawing from the university.
- Use current data gathered from NSSE, Institutional Research, and focus groups to evaluate the experience of Lehigh students.

Assessment Plan:

- Evaluation of retention and persistence statistics from year to year.
- Evaluation of NSSE and related data re: students' Lehigh experience and overall satisfaction.

Intended Outcome:

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

Action Steps:

- In collaboration with the Office of Residence Life, develop and implement the Residential Studying & Tutoring (RST) program
- Offer walk-in tutoring as an option for students in a number of our most heavily demanded courses
- Continue to offer group tutoring while more tightly controlling the number of groups offered and the size of the groups
- Increase communication with faculty regarding tutoring offerings
- Continue to monitor the effectiveness and use of tutoring in specific courses
- Create a comprehensive plan to assess tutoring offerings

Assessment:

- Regular meetings with RST tutors for feedback
- Track usage for RST, walk-in and group tutoring
- Track usage and determine effectiveness in lesser demanded courses
- End of semester tutoring evaluation for RST, walk-in and group users to measure satisfaction and effectiveness
- End of semester tutoring evaluation for RST, walk-in and group tutors

Intended Outcome:

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

Action Steps:

- Regular meeting of Center graduate assistant staff
- Revised new tutor training to be implemented fall 2012
- Implement continued training and professional development opportunities for tutors
- Implement formal and informal performance evaluation, possibly to include 1-on-1 with the director, self-evaluations, and/or peer evaluations.

Assessment:

- Survey to assess satisfaction and effectiveness of tutor training(s)
- Track attendance at trainings and professional development opportunities
- End of semester tutoring evaluation for RST, walk-in and group users
- End of semester tutoring evaluation for RST, walk-in and group tutors

Intended Outcome:

Work in partnership with Campus Schedulers, Facilities Services and Access Control, and key users to develop a space user website and guide.

Action Steps:

- Engage and collaborate with the offices of Facilities Planning, Conference Services, and University Events to identify issues experienced by schedulers and campus facilities users who reserve space and sponsor events on campus.
- Identify the needs and develop best practice guides through a new website to better support the users of campus facilities.
- Add space specific messages to the individual rooms and spaces to assist the person reserving the space with informative information in order to take any required action.

Assessment Plan:

- We will be able to gauge the success by the reduction of questions and concerns currently being received in the office of Facilities Services, ABM, Access Control, and Registrar's Office.

Intended Outcome:

Empower staff to work with groups to plan purposeful events that positively impact the campus community by providing a holistic event advising and planning approach.

Action Steps:

- Engage OFSA staff in the Campus Event Advisory group to equip them with the tools to advise and empower the student groups that they advise.
- Work with various departments on campus to encourage advising and planning processes when working with the student groups that they interact with.

Assessment Plan:

- Staff knowledge of the event planning process.

Intended Outcome:

Empower student groups through the Campus Event Advisory Group (CEAG) we will work with groups to provide resources and tools to use as educational tools to enable students to learn effective decision making, problem solving, and event planning skills.

Action Steps:

- We are mindful of reducing risk when possible, but are also willing to take calculated risks when the educational rewards/benefits are significant for the students involved. Student groups will receive accolades for their successes and will also be held responsible for their actions when policies are not followed or plans are not carried out appropriately from start to finish.
- Consistency and efficiency is what we are striving for as we work with all student groups. By providing you with basic tools you will be equipped to direct student groups when you are approached.

Assessment Plan:

- Post survey response to groups that have gone through the CEAG advising process.

#### ***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.

#### Intended Outcome:

The Office of Residence Life will critically evaluate current assessment strategies and develop a holistic assessment plan to guide future strategic initiatives. (ORL)

#### Action Steps:

- Create an assessment matrix of current practices.
- Consult with the Director of Student Affairs Planning and Assessment to critically evaluate the assessment method and timing of surveys.
- Review each assessment for length, format, and question validity.
- Develop action steps to disseminate and process information gathered to inform future planning efforts.

#### Assessment Plan:

- Revised assessment matrix developed with timeline and annual assessment plan. Individual assessment measures including staff evaluations will be improved.

#### Intended Outcome:

The Office of the First-Year Experience will create a strategic plan that will help guide future staffing structures and programming decisions. (OFYE)

#### Action steps:

- Research other institutions use of graduate and undergraduate student staff
- Research orientation fees and create a proposal for the next five years to support the office structure
- Review the OFYE budget and attempt to find a source of funding for a graduate assistant
- Read over other office strategic plans with in the DOS and outside of Lehigh
- Discuss the strategic planning process with members of the DOS

#### Assessment:

- By the end of the academic year, we will have a detailed plan for when/how we will develop our office strategic plan.

#### Intended Outcome:

The Office of Student Leadership Development (OSLD) will synthesize the ideas, vision and professional experience gained through the addition of new professional staff members into the

theoretical and cultural framework created and sustained by current staff member and programs.  
(OSLD)

Action Steps:

- Create transition reports for professional staff members
- Involve all levels of current OSLD staff members in the hiring processes for the new professional staff members
- Integrate Graduate Assistants and Program Interns into the overall formulation and planning of large office initiatives
- Bring in a young professional from Office of Multicultural Affairs as a collateral assignment assisting with OSLD efforts
- Conduct weekly OSLD staff meetings with all office staff (graduate, undergraduate, professional)

Assessment Plan:

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Intended Outcome:

The OSC&CE will finalize the long term strategic plan to guide future planning in this area.  
(OSC&CE)

Action Steps:

- Review current Strategic Plan with supervisor
- Reprioritize goals
- Begin planning for external review

Assessment Plan:

- The Strategic plan will be approved and in place by January 2013
- External review for Fall 2013 will be planned

Intended Outcome:

The OSC&CE will work with other DOS/Student Affairs Divisions on implementing multiple reporting forms in Maxient (Examples: Academic Dishonesty, Academic Petitions, Lock Outs, etc.) (OSC&CE)

Action Steps:

- Work with Maxient to learn multiple IR process
- Meet with appropriate Lehigh Staff members to assess needs
- Implement multiple IR's

Assessment Plan:

- We will have multiple IR's by September 30, 2012 (or within two weeks of Maxient releasing the software update)

Intended Outcome:



To partner 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 (AS/DIS)

Action Steps:

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

Assessment Plan:

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Intended Outcome:

The Office of Student Center Facilities will prepare for the transformation and historic renovation of the University Center through intentional outreach efforts that are inclusive of all members of the Lehigh community, students, organizations and guests.

Action Steps:

- Revise student survey questionnaire through Campus Labs and conduct a survey in the fall of 2012.
- Benchmark comparative University data from across the country.
- Engage faculty, staff, and students in a variety of interactive methods to assist our office in the development of program plans that will meet the needs of all our constituents in the future.

Assessment Plan:

- Compare data collected from the 2012 student survey with the data collected in 2009.
- Review the benchmark survey data from other institutions to develop a resource database and possible site visit list.

***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 2012-13)

Intended Outcome:

The Office of Residence Life will work collaboratively with colleagues and students to develop a clear vision of how students will develop and learn as a result of participation in the Student Life Curriculum. (ORL)

Action Steps:

- Interview student groups to collect information regarding various student experiences including developmental challenges, involvements, and the value of living on campus.
- Interview selected Student Affairs offices to compile programs, services, processes, experiences and underlying learning components.
- Compile and distribute curriculum development and student development resources for staff including current models in practice at other colleges and universities.
- Develop sequential learning themes for the first-year residential experience.
- Integrate and connect learning themes to pre-existing programs, services, strategies, and experiences.
- Developing residential-specific learning strategies for Gryphons.
- Provide the appropriate training and resources for student leaders and professional staff members to re-envision their work based on the philosophy driving the Student Life Curriculum.

Assessment:

- Compile qualitative data gathered in focus groups and interviews.
- Create section on DOS course site with compiled materials sorted by functional area, student population, theory, and practical application.
- Final concept map will link sequential themes to current offices and learning experiences on campus.
- Draft of first- and second- year curriculum experience will be prepared by summer 2013.

Intended Outcome:

The OFYE will participate with other key offices in the further development of the Student Life Curriculum and will take initial steps to integrate specific OFYE programmatic efforts into the overall curriculum framework. (OFYE)

Action Steps:

- Participate in steering committee meetings and assist in the selection of FY and Second Year curriculum themes for the year
- Formalize a relationship with the Director of the SLC so that she becomes aware of all existing OFYE initiatives that may inform her work
- Select key components of Orientation, Evolution Seminar and/or other programmatic opportunities that should be considered as part of the “curriculum” and work with SLC Director and Committee to make adjustments so that these initiatives are integrated with one another effectively.
- Work with Director of SLC to ensure that appropriate publications include information and publicity related to the SLC for Fall 2013

- Continue to serve as a source of data and information related to First and Second Year student experiences for the Director of the SLC and the oversight committee.

Assessment Plan:

- By the end of the academic year, initial steps will be identified within OFYE for how programs will be integrated into the SLC
- The SLC Committee will deliver a concrete plan for implementation for review. This plan will include components related to the OFYE.

Intended Outcome:

Through the intentional expansion of leadership development opportunities and the integration of empowered student leader role models into new and current leadership development opportunities, a wider range of students will be able to examine, articulate and enact their personal philosophy of leadership and transfer skills and experiences from one leadership opportunity to another. (OSLD)

Action Steps:

- Hire a Graduate Assistant and program interns for the Cable Center Athletics Leadership Programming
- Add a Graduate Intern to the OSLD staff supporting Leadership Lehigh
- Meet weekly with SLT and GEM interns until a new Assistant Director is hired
- Roll out a newly designed Leadership Lehigh program for the incoming fall 2012 cohort
- Engage past LeaderShape participants in marketing of the experience to multicultural and under-represented students at Lehigh and in exploring the future of an on campus LeaderShape session
- Execute year two of the “Great Pocono Escape” including a variety of offices and programs into a weekend retreat (Student Senate, Class Officers, ASA Officers, Phase 2 of LL, SLTs, OMA Ambassadors, Council of Cultural Organizations, Camp Hawk)
- Re-structure the Greek Leadership Convention into two diverse series in each semester, for young emerging leaders and one for non-positional senior leaders (mirroring the LAUNCH program)
- Dedicate time and resources to enhancing the leadership training and development of “special interest populations” within Athletics (gender, assistant coaches and individual sport athletes)

Assessment Plan:

- End of semester lunches as focus groups for the new 2012 Leadership Lehigh cohort with the Assistant Dean to gather feedback
- A combined Great Pocono Escape evaluation and survey will be distributed to all participants after the weekend retreat

Intended Outcome:

As a result of intentionally structured and customized self-reflection opportunities, chapters and individual members will be able to articulate increased understanding of developmental opportunities, per use of Student Life Curriculum and the Accreditation Process. (OFSA)

Action Steps:

- Utilization of the Accreditation Liaison program and Faculty/Staff Advisors 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
- Revision of the Peer Values Educator Program (PVE) to assist students in reflecting on behaviors and decision-making processes within the Lehigh social culture
- Incorporation of increased chapter self-awareness and exposure opportunities through use of the “Five Critical Elements of Successful Community Service Initiatives”, in partnership with the Community Service Office (CSO)
- Development and utilization of general prompts and framing questions for chapter presidents and council officers in order to more effectively shape meetings and one on ones
- Use of the Greek Membership Policy to create self-reflection opportunities for first year students with serious incidents with alcohol
- Creation of self-reflection opportunities for first year students on understanding a values based existence, and residential transition, per Student Life Curriculum

Assessment Plan:

- Creation 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. Feedback will be incorporated in Accreditation monthly reports as well as the end of year report
- Continued use of the “Courageous Conversations” assessment template on knowledge of privilege and social constructs developed in spring 2012 semester
- Continued use of Accreditation Community Development section to assess linking of community service and philanthropic opportunities to Chapter Development Questions.
- Use of “Reflection” and “Evaluation” sections of “Five Critical Elements of Successful Community Service Initiatives”
- Creation of President’s Focus Groups to discuss use of prompts and framing questions in reflection on skills learned and augmented per the Core Skills map
- Student Life Curriculum assessment TBD

Extended Outcomes ( 2 – 3 years out)

Intended Outcome:

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

Action Steps:

- Form committee of faculty, staff, and students, including those who have an understanding of the Student Life Curriculum but were not necessarily instrumental in the developing of the curriculum.

- Develop standards for success in line with the “Measures of Success” detailed in Appendix 3 of the Lehigh University Strategic Plan and Core Competencies Map.
- Assemble a sample group of diverse students to interview pre- and post- their participation in the Student Life Curriculum.
- Conduct focus groups with student leaders to learn their experiences with implementing the Student Life Curriculum.

Assessment Plan:

- Detailed above

Intended Outcome:

A relatable, comprehensive marketing and communication plan for the Student Life Curriculum will be developed and disseminated to students, families, and external stakeholders. (ORL)

Action Steps:

- Partner with Student Affairs communication liaison to develop relatable, language, publication materials and social media content (e.g., employer satisfaction data).
- Collaborate with Admissions and Communications to develop the story of the Student Life Curriculum as it relates to prospective students.

Assessment Plan:

- Marketing materials and social media content will be developed and widely distributed.

### Student Affairs Key Initiatives

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

*Sample Key Initiatives for 2012-2013:*

1. **Social Media** - This medium has become critical to connecting with and communicating to students. Over the next year, we will develop a social media plan for the Division of Student Affairs and designate a division-wide committee to contribute to these efforts. (Outcomes 1, 2, 3, 4, 5)
2. **Student Affairs Facilities** - Lehigh is at a critical juncture in the transformation of its Student Center facilities. As partners in the planning and implementation of important

construction projects with the University Center and Williams Hall, we will contribute to the development of dynamic program plans that will effectively meet the needs of students, faculty, and staff in the coming years. (Outcomes 1, 3, 4, 5)

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