

# Ohio University Division of Student Affairs

## Strategic Plan: FY 2014-2018

Submitted to and approved by

Ryan Lombardi, Vice President Division of Student Affairs

April 1, 2013

*The best student-centered learning experience in America*



**OHIO**  
UNIVERSITY

**Page Intentionally Blank**

## TABLE OF CONTENTS

<b>Topic</b>	<b>Page</b>
Executive Summary and Strategies	1
Introduction	3
Background	
Tasking and Planning	4
Aligning Ohio University to Professional Practice	5
Aligning with Higher Education and the Student Affairs Profession	7
Connecting to the Vision of Ohio	9
Aligning Practice-Venn Diagram (Figure 1)	12
Methodology	
Limitations and Delimitations	13
Process	13
Findings, Strategies, and Action Plans	
Mission	15
Program	16
Organization	17
Leadership	18
Human Resources	18
Ethics	19
Law Policy and Governance	20
Diversity, Equity and Access	20
Institutional and External Relations	20
Financial Resources	22
Technology	22
Facilities and Equipment	23
Assessment and Evaluation	23
Conclusion	25
References	26

**Page Intentionally Blank**

## Appendices

Appendix A: Planning Flowchart	29
Appendix B: Concept Map	30
Appendix C: Triangle Planning Chart	31
Appendix D: Student Success Wordle	32
Appendix E: Sample Assessment Schedule	33
Appendix F: Strategic Planning Glossary	34
Appendix G: Sample Action Plans	36

**Page Intentionally Blank**

## EXECUTIVE SUMMARY

The Ohio University Division of Student Affairs Strategic Planning Task Force (SPTF) was charged with creating a strategic plan for implementing strategic priorities established by the Vice President of Student Affairs and Dean of Students including student success, engagement, collaboration, technology, and staff development and national prominence. The three phased process aligned with the academic quarters, and included data collection, analysis, and outcomes development, which was later abandoned due to the change in leadership. The major focus of the SPTF was to conduct a SWOT/B analysis using observations, interviews, focus groups, surveys and document analysis in order to identify areas of future focus. The plan focuses on aligning current practice with institutional needs and core competencies creating the bonds necessary to achieve that goal. The three fundamental findings that will guide the strategic plan for FY 2013-2017 include raising awareness of the value of DOSA, creating balance between focusing on institutional vision of student learning and DOSA practice focusing largely on campus connectivity, and aligning practice and professional development with good and best practice through competencies articulated by NASPA, ACPA and other professional associations. The plan aims to establish strategies to resolve the apparent disconnectedness between institutional vision and DOSA practice by creating an environment conducive to supporting student learning and to established competency based practice by demonstrating its value as a key partner in promoting student learning. Findings, strategies and goals identified in this report provide the framework to align DOSA practice with the fundamental vision of Ohio University “to become the nation’s best transformative learning community where students realize their promise, faculty advance knowledge, staff achieve excellence, and alumni become global leaders. “

The abbreviated list of strategies aligns with strategic priorities and support DOSA operational planning efforts in the implementation phase of the Strategic Plan. Complete findings, strategic priority alignment, strategies, and a possible action plan for FY 2013, and in some cases beyond, are provided in the main document.

### *Strategic priorities: Student Success and Engagement, Staff Development, Technology and Collaboration Strategies:*

- Gain greater involvement in institutional planning and accreditation efforts
- Align program efforts toward institutional vision
- Allocate resources to support engagement in institutional initiatives
- Inventory student learning outcomes in DOSA
- Align student learning outcomes with CAS student learning outcome domains and dimensions
- Work with institutional partners to determine baseline life skills and assess progress
- Create and align DOSA SLOs to institutional “hallmarks of distinguished competency”
- Produce an annual statement of impact on how DOSA contributes to student learning
- Review student organization management
- Develop a community of organizations and their leaders
- Develop a balanced approach to engaging students
- Make an effort to engage student athletes and other specialized student groups
- Engage students from underrepresented populations

- Determine what exists and what needs to exist.
- Assess the learning impact and satisfaction of programs.
- Work with student organization leaders to review and create funding allocation criteria
- Create transparency in funding allocation and Communicate distribution criteria and process
- Create a new program incubator
- Identify potential resources for program development and enhancement
- Build continuity in business and operational planning
- Involve stakeholders and build transparency into decision making
- Create congruency in positions and establish a succession plan
- Develop a competency based professional development, training and education (PTDE) plan
- Review DOSA policies for their impact on professional development.
- Create metrics and reward system for professional involvement
- Create a consistent Graduate Assistant experience and establish expectations
- Review law and policy compliance requirements and ensure compliance
- Develop a training schedule for departments and functional areas to address compliance
- Identify and work with institutional officials tasked with enforcing federal and local laws
- Enhance collaboration between academic and co-curricular units.
- Align DOSA practice with academic disciplines where applicable and appropriate.
- Engage faculty and connect that engagement to the four fundamentals of the university.
- Assess departmental and functional unit marketing needs.
- Develop a DOSA marketing plan.
- Engage institutional and DOSA leadership to redefine or reaffirm the values.
- Demonstrate the relevance of and engage stakeholders to affirm the 5Cs.
- Identify and document the impact of services provided to the Community and Region
- Inventory technology hardware and software and mitigate gaps
- Identify and allocate resources to support innovation through technology
- Develop data flow systems
- Assess the impact of social media on student engagement and communication
- Resource for innovation rather than maintenance
- Align Housing master plan with strategic priorities identified within the DOSA Strategic Plan
- Formalize the DOSA assessment and evaluation plan and process
- Seek Division representation on the ASUPR steering committee and AQIP committee.
- Create a balanced approach to assessment
- Distribute information regarding DOSA planning, assessment and research efforts
- Hire a permanent full-time assessment person for DOSA
- Create a consistent format and timeline for DOSA reports.
- Create a dashboard of key performance indicators (KPI) selected by DLT
- Create an on-line reporting format that allows links to unit reports.
- Create DOSA Vision.
- Develop a system to identify, track and document student involvement
- Unify assessment of student engagement

## INTRODUCTION

“Strategic planning is the process of determining what a student affairs organization intends to be in the future and how it will get there. It is finding the best future for the student affairs organization and the best path to reach that destination. Such planning involves fundamental choices about the future of the student affairs unit” (p. 7, Ellis, 2010)

The Ohio University Division of Student Affairs Strategic Planning Task Force (SPTF) was charged with creating a strategic plan for implementing strategic priorities set forth by the Vice President of Student Affairs (VPSA) and the Dean of Students (DOS). Members of the original task force were:

- Dr. Doug Franklin (chair)
- Tim Epley (Event Services)
- Dr. Laura Harrison (HESA Faculty)
- Chris Harris (Community Standards and Student Responsibility)
- Micah McCarey (Residential Housing)
- Mary Pittman (Campus Recreation)
- Dr. Jim Sand (Residential Housing)
- Kevin Smith (Campus Involvement Center)
- Megan Vogel (Office of the Vice President)
- Ryan Lombardi (ex-officio)

The priorities established by the VPSA and DOS included student success, engagement, collaboration, technology, and staff development and national prominence. The purpose of the strategic plan was to guide the Division’s annual operational planning process by establishing yearly target goals and metrics for determining success in FY 2013-FY2017. In developing this operational plan, the SPTF was to focus on the Division’s existing mission and values as a foundation from which to build upon. The strategic planning process was truncated due to the impending change in leadership caused by the resignation of the VPSA.

Phase 2 of the project focused on the development of action plans left open at the end of the initial planning process. Members of phase 2 of the task force were:

- Dr. Doug Franklin (chair)
- Tim Epley (Event Services)
- Dr. Jim Sand (Residential Housing)
- Dana Espinal: Capital and Master Planning
- Chris Quolke: Residential Housing
- Jenni Young: Capital and Master Planning
- Tyler Barton: Residential Housing
- Kristina Washington Campus Involvement Center
- Todd Thomas: Campus Involvement Center
- Dusty Kilgour Event Services
- Pete Trentacoste Residential Housing
- Char Kopchick Campus Involvement Center

## BACKGROUND

### Tasking and Planning

The strategic planning process was broken up into three phases that aligned with the three academic quarters, and included data collection, analysis, and outcomes development. To facilitate staff understanding of the process a flowchart, pyramid block diagram and step-by-step outline were developed. The SPTF began by collecting data about how strategic planning was implemented at peer institutions and reviewed existing institutional planning efforts to determine institutional focus. A review of programs and activities relative to out-of-class experiences, co-curricular collaborations, and student support was conducted. Workflow graphics including a flowchart (Appendix A), concept map (Appendix B), and triangle planning chart (Appendix C) were developed to graphically illustrate the planning process. Potential partners and stakeholders were identified to determine the impact of the Division. Operational definitions of the strategic priorities were developed, vetted with stakeholders and the Division's Leadership Team (DLT) and placed in the concept map to create a visual of their relationship and interplay.

The process included assessing the accomplishment of student achievement through indicators such as attainment of personal goals and learning outcomes, satisfaction and involvement, return on investment, and alignment with developing institutional initiatives. The result of the assessment process informs future methods of student engagement and provides an opportunity for promotion of the Division's impact on student success.

The title of the first chapter of Kuh, Kinzie and Schuh's book *Student success in college: Creating conditions that matter* is "Student engagement: A key to student success." This simple statement defined how we approached the alignment of the strategic priorities associated with this project. It became apparent early in the process that student success was the culminating outcome of student engagement and that the committee would have to define both success and engagement. Collaboration, technology, and staff development were deemed tools to support student engagement and that national prominence could only be attained through promoting the Division's achievements relative to success and engagement.

The first project was to conduct an informal survey of faculty, staff, students, parents, alumni, and various people working in higher education to help define student success. An e-survey was developed and the linked distributed to various demographic groups with the simple instructions to provide a three word phrase for student success. Responses, both phrases and three independent words, were joined together and placed in Wordle online software that identified key themes and created a word cloud. The most prevalent words created the largest graphics and themes for success. Appendix D is the final Wordle used in defining success.

Student success is defined as an end state, and reads: "Through their academic and co-curricular pursuits, Ohio University students and graduates will develop the knowledge, skills and attitudes necessary to be committed citizens that are able to engage in civil discourse, critical thinking, lifelong learning, and character development. All engagement culminates in this one overarching purpose."

Student engagement is defined as "contact with a student or students with the intent to achieve student success" and is achieved by activities associated with Campus Connectivity; Co-curricular learning; and Student Support.

Outcomes (associated with the NSSE study and other assessment tools) feed into three primary areas of student engagement; Campus Connectivity; Co-curricular learning; and Student Support. Examples of collaborative partners were loosely connected to each of the primary student engagement activities. Each of these areas is influenced by the level of staff development and how technology is used to successfully engage students.

Campus Connectivity is defined as “activities that engender a sense of community and provide an outlet for pro-social involvement.” Activities associated with campus connectivity include, but are not limited to campus events, special speakers, art exhibits, etc. Potential collaborative partners for campus connectivity include, but are not limited to the Office of Diversity, Access and Equity and Intercollegiate Athletics.

Co-curricular learning is defined as “intentional, planned and guided activities, focusing on student learning and development.” Activities associated with co-curricular learning include but are not limited to academic based internships and practicum, graduate assistantships, working on campus, participating in organizations, campus publications, fraternity and sorority leadership, involvement in sport and fitness. Potential collaborative partners include but are not limited to the department of Higher Education and Student Affairs (HESA) and University College.

Student Support is defined as “a means to sustain progress toward achieving student goals.” Activities associated with student support include, but are not limited to, helping students cope with non-academic responsibilities, providing support needed to help students succeed academically, and providing the support needed to help students thrive socially and behaviorally. Potential collaborative partners include, but are not limited to, the Allen Student Help Center and the Office of Diversity, Access and Equity.

The Values of Ohio including commitment, civility, character, citizenship and community, are infused in each activity and serve as the guiding principles and means to a successful end. They also serve as the end when aligned with and defined as elements of student success. In this context, student success is defined as the development of “committed citizens with character that engage in civil discourse in order to build effective communities.” Outcomes associated with the Values of Ohio include but are not limited to, helping students better understand someone else’s views by imagining how an issue looks from his or her perspective, learning how to associate through civil interactions and participating in activities to enhance spirituality.

### **Aligning Ohio University to Professional Practice**

Work in student affairs occurs at the intersection of the institution and the profession. Academic preparation, professional development and involvement, as well as knowledge of good or best practices in student affairs should guide our practice. This concept led the SPTF to conduct an extensive review of peer practices in strategic planning, the College Student Personnel (CSP) profession as it relates to current issues in higher education to align professional practice with that of DOSA operations.

#### *Peer Review and Analysis*

A peer analysis and alignment was conducted by Tim Epley using strategic plans from Auburn University, Bowling Green State University, Clemson University, Southern Methodist University,

University of Arkansas, University of California – San Diego, University of Delaware, University of Illinois, University of Louisville, University of Missouri, University of Texas – Dallas, University of Texas – San Antonio, and Washington State University. The documents, retrieved from the internet were reviewed to determine divisional focus through vision and mission statements, connection to the institution, focus on learning, identification of common themes and methods and tools for implementation.

Many strategic plans included a **clearly articulated university and division vision and mission** statements as part of the plans introduction. A few strategic plans mentioned **how the division tied into the university as a whole** but the plans that included the connection discussed aligning priorities and resources. While few institutions listed learning outcomes almost all discussed the need for all departments to develop them and regularly assess students' growth. Common themes and values identified in most or all plans included, Branding/Marketing, Civic Engagement, Diversity, Faculty/Staff Support, Health and Wellness, Research, Retention, Student Engagement, Student Involvement, Student Safety, Student Shared Experience, and Student Success. Methods and tools for used in implementation of divisional plans included aligning incentives towards goals, alumni engagement, **assessment (particularly for co-curricular facilities and programs), establishing learning outcomes that tie to mission and vision**, facility renovations, fundraising and development, identifying engagement opportunities for students, increasing the division's visibility and marketing, offering competitive salaries, partnering with faculty, realigning resource allocation with priorities, aligning staff development with priorities, and investing in emerging technologies. Ohio University's Division of Student Affairs strategic priorities included, assessment; aiding student success by engaging students through connecting them to campus, providing co-curricular learning experiences and making academic support available; collaborating with faculty and staff, providing education and staff development and investing in technology.

Our strategic priorities and goals appear to align well with identified peer institutions' strategic plans. One tool we have included that was not present in our peers' documentation was our concept map detailing the relationships of our priorities. We are in line with our peers' emphasis on learning outcomes being developed at the departmental level while remaining tied to a central vision. Many of the peer institutions list resource allocation and aligning incentives towards goals. Our plan allows for similar implementation but stresses determining priorities and opportunities before any reallocation. Very few of our peers demonstrated their ties to their institutions in their plans while still listing marketing and branding as a priority. In our earlier discussions we determined that we need to market our division to show our value and ties to the institution as a whole.

#### *Competency Based Professional Practice*

What student affairs professionals should know and can do is the basis for a document approved by the NASPA Board of Directors and the ACPA Governing Board in 2010. *Professional Competency Areas of Student Affairs Practitioners* was created to define knowledge, skills, and, dispositions expected of professionals working in student affairs. The publication was intended to aid in the **design and creation of competency and outcome based professional development opportunities** for student affairs professionals. Coupled with CAS Standards for Characteristics of Individual Excellence for Professional Practice in Higher Education and the knowledge and skills set forth in the ACPA

Assessment Skills and Knowledge, student affairs professionals are now expected to develop and maintain competency based practice. Self assessment tools focused on student learning and development such as those provided Council for the Advancement of Standards (CAS) general and functional area standards is inconsistently applied by DOSA functional areas. DOSA assessment practices could be enhanced through standards based assessment.

### **Aligning with Higher Education and the Student Affairs Profession**

As part of the review process Laura Harrison, Assistant Professor in the Higher Education and Student Affairs (HESA) program in the College of Education, and member of the task force, was asked to review these and other documents to provide a synopsis of the current focus of the student affairs profession.

#### *Snapshot of the Issue of the Student Learning Crisis*

Critics are increasingly sounding the alarm about the lack of student learning on college campuses today. For example, consider this passage from *We're Losing Our Minds: Rethinking American Higher Education*, the latest in a now prolific genre of works where negative portrayals of students and faculty provide a common theme:

...instruction is mostly lecture-driven and learning, to the extent that it occurs, is mostly a passive, receptive enterprise. In other words, students should come to class, listen carefully, take good notes, and be grateful. Expectations and standards of excellence for students are too often quite low; meeting them requires minimal student (and faculty) effort (Keeling & Hersh, 2012, p.20).

Given the disconcerting finding of reports highlighting higher education's shortcomings (for example, Immerwahr, J., Johnson, J. Ott, A., & Rochkind, J. (2010); Association of American Colleges and Universities (2010); U.S. Department of Education (2006), ample evidence exists to warrant concern about the quality of student learning on American college campuses.

#### *Positioning Student Affairs: Opportunities and Challenges*

While disturbing, the student learning crisis provides an opportunity for student affairs to **re-establish itself as an integral partner in the academic enterprise**. Many of the issues described in the literature on student learning are areas for which student affairs practitioners possess relevant knowledge, expertise, and experience. The aforementioned citation, for example, highlights the limits of passive instruction, which contrasts with the hands-on, facilitative learning often provided by student affairs professionals in co-curricular settings. Students and student affairs professionals alike tend to make this observation about the effectiveness of co-curricular learning intuitively (Student Affairs Leadership Council, 2010), but the following barriers continue to exist:

1. Student affairs organizations grapple with articulating its role in the academic enterprise.
2. Student affairs organizations struggle to connect co-curricular learning to the curriculum.
3. Student affairs organizations have difficulty communicating with precision how it contributes to students' academic success.

#### *Aligning Student Affairs as Academic Partners: Strategies*

While challenges exist for student affairs units striving to strengthen their connection to the academic mission, several strategies have been identified to aid in the process. The first and most widely discussed in the literature is the **establishment of learning outcomes** that serve as the foundation for the **mission, vision, and allocation of human and financial resources** within student affairs divisions. Centering the work of student affairs units in clear student learning objectives is pivotal in providing clarity and direction for student affairs work that is grounded in student learning. Ideally, learning outcomes are established at the institutional level, however, the Student Affairs Leadership Council (2010) acknowledges that this is not always possible and presents alternative models for learning outcomes through both departmental and decentralized frameworks. Reading the institutional context and determining the most relevant and effective model are the first steps in setting up a learning outcome initiative for success.

Once a model is decided, identifying key stakeholders is the next step of the process. This can be an admittedly difficult task, particularly in large institutions where silos exist. A common theme in the student learning literature is the importance of **establishing relationships with faculty, accreditation leaders, and other potential partners** one must have on board before spearheading this kind of complex process. In addition, **student affairs professionals themselves must be empowered** in the process, which requires both training in writing learning outcomes and buy-in about their value. If practitioners working most closely with students do not receive this education and messaging, leaders run the risk of student learning outcomes being perceived as either too daunting or peripheral in the daily priorities professionals must balance. Therefore, integration is the key to successful implementation. Student learning outcomes are most effective when they provide the glue that holds the work of a student affairs division together.

Ongoing, **integrated assessment of student affairs work in the context of learning** outcomes is the final step in this process. Much like a course evaluation, administered at the end of a class when the feedback has no possibility of benefiting the students, shallow measurements of student satisfaction are of little use in determining whether a student learned anything from a program or service. If assessment is to be an accurate measure of student learning, it must occur meaningfully throughout the course or program to achieve the desired benefit. Because few student affairs professionals consider themselves knowledgeable in assessment procedures, staff must be **educated and trained** if assessment is to be implemented effectively. Strategies for addressing this issue include ongoing professional development for practitioners to develop these skills as well as **allocation of resources** to hire professionals to ensure that assessment is integrated seamlessly into program and service development and implementation. Both approaches have proven successful.

### *Positioning Student Affairs Conclusion*

The crisis in student learning on college campuses is well-documented, pervasive, and of increasing concern to legislators, parents, students, and all the other stakeholders in the higher education enterprise. Coupled with anxieties about graduation rates, affordability, and the ability of students to compete in an increasingly globalized world, the stakes for student learning have perhaps never been higher. DOSA has the opportunity to re-invigorate its purpose by demonstrating its value as a key player in promoting student learning. Strategies for achieving this goal include positioning the Division as an expert in student learning, reducing silos through collaboration, leading student learning

outcome development, aligning human and financial resources toward the achievement of student learning outcomes, and providing ongoing assessment of student learning.

Key themes identified from analysis of these data indicate the need for the Division to have some focus on student learning including the development, implementation and assessment of student learning outcomes, aligning our efforts with institutional focus, and providing education, training, and resources to support its efforts.

### **Connecting to the Vision of Ohio University**

Jim Sand, Assistant Director in Residential Housing and Mary Pittman, Interim Assistant Director for Intramural and Club Sports conducted the document review and analysis for this portion of the study. The Ohio University documents reviewed included Dashboard Indicators and Four Fundamentals, September 2011; Change in Student Involvement From the First Year to Senior Year at Ohio University June 2011; National Survey of Student Engagement for Ohio University 2011; Strategic Planning Path, 2004-2016; Division of Student Affairs Annual Report 2009-2010; University and Division of Student Affairs Environmental Scans Fall 2010: the Higher Learning Commission – Systems Appraisal Feedback Report October 2010: Interim Report of the General Education Assessment Working Group on University Learning Objectives 2010; the Academic Support Unit Program Review Final Document; and the Five year vision Ohio implementation plan, Draft January 2009. The purpose of this review was to determine how DOSA aligned with Ohio University central purpose as defined by the institution’s strategic plan.

#### *Ohio University Planning Efforts*

DOSA appears absent in key university accreditation, evaluation, or planning processes which has resulted in a disconnectedness between the Division and Institution’s academic focus. DOSA functions and outcomes, as measured by key performance indicators, that might help the institution achieve its vision appear absent in the September 2010 Dashboard Indicators and Four Fundamentals Report. Of particular note, units in the DOSA can certainly make a strong case to fulfill the exemplary student support services and integrative co-curricular activities fundamentals. According to Ohio University Institutional Research from the June 2011 findings for *Change in Student Involvement from the First Year to Senior Year at Ohio University June 2011* there was a 27% change in total extracurricular engagement from freshman to senior year. However, the results of this study were funneled primarily through academic units and the results were not shared with all primary stakeholders. This study, and many others conducted by Ohio University Department of Institutional Research reveals an inconsistency in the language used to refer to the units of the DOSA and its programs (ex. Intramural Athletics as opposed to Intramural Sports or Extracurricular Activities as opposed to Co-curricular Activities).

The AQIP Systems Portfolio from June 2011 suggests a lack of awareness and understanding as to what the DOSA does and the value of the services provided. The hallmark of the University’s vision for graduates is that each graduate should acquire a breadth of education that enables them to excel in a competitive, global society, and have the intellectual background to make societal contributions. The mission of the DOSA is to prepare students to be responsible and contributing members of a diverse, global society by providing learning-centered environments, meaningful out-of-class opportunity, and professional support services that help them learn through their experience and achieve academic

success). While this mission clearly articulates its desired connection to institutional purpose, DOSA has not clearly articulated the value and the contribution it has on student success and retention through empirical data and its work and worth is omitted in institutional accreditation documents. For example, the AQIP System Portfolio Process only mention of DOSA engagement is through raw usage data and omits functional areas engagement and its impact on students through the operation of quality facilities and services, co-curricular engagement, employment, as well as academic collaboration and support. The Interim Report of the General Education Assessment Working Group (Ohio University, September 2010) cites learning outcomes that senior students perceived they had gained most and those gained least. Many of these, especially those cited as gained least, relate directly to potential learning outcomes that could be enhanced through participation in various DOSA departments. A significant issue facing the DOSA is the lack of common student learning outcomes across its own units and the DOSA Annual Report for 2011 and specific unit reports, illustrate a lack of formal outcome assessment.

The University frequently omits DOSA as a major stakeholder when it comes to institutional and academic planning efforts. In the Fall quarter of 2010 DOSA Environmental Scan, the Division identified University stakeholders as students, parents, alumni, faculty, staff, the Board of Trustees, and the community members without specific mention of the special relationship DOSA has or should have with academic units. This lack of synergy and communication is evident by the inadequate involvement of the DOSA in policy changes, budget allocations, and institutional vision. The Academic Support Unit Program Review (ASUPR), developed as an AQIP project in 2009 had minimal representation from DOSA and organizers were unaware of foundational self assessment documents normally used by DOSA functional areas. The process was changed in 2010 and all DOSA representation was removed and the steering committee was again unaware of documents and self assessment guides associated with the Council for the Advancement of Standards in Higher Education (CAS). CAS standards and guidelines formally task institutional functional areas with addressing unit goals and ensure linkage to institutional mission and vision. One final example of the disconnectedness is the modification of Vision Ohio into the Four Fundamentals. Like the revision of the ASUPR, the Four Fundamentals were refined with no input from the DOSA.

External reviewers have noticed the disconnectedness and have offered recommendations for change. *The Higher Learning Commission Appraisal Feedback Report from October 2010*, the feedback for many category items referred to Vision Ohio, but little detail was provided as to how specific initiatives are vetted with regards to this overarching document. Statements such as “Ohio University is encouraged to explore additional opportunities such as community and other service learning components to link co-curricular development with specific course/program outcomes (p. 18), and “while non-instructional units are expected to set goals that are aligned with institutional goals as well as Vision Ohio goals it is not clear how Ohio University designs and operates non-instructional processes such as athletics, economic development, alumni affairs, etc..” The report also suggests an issue related to assessment: “The failure to provide results in the portfolio seems to indicate a significant need to extend assessment across the University and the need for driving that effort from the upper most levels of leadership.” It is unclear how the Ohio University strategic vision is communicated to students and other key stakeholders not directly involved in the university’s shared governance. It is evident that the

DOSA units are active in the collection of data, the research of best practices, and the survey of student satisfaction. However, there does not appear to be a process in place to effectively or purposefully use the data or information. In addressing the ASUPR HLC reviewers offered: "...there is not data present to demonstrate how Ohio University compares its academic supports systems with benchmark institutions" and "Future Portfolios should list non-instructional objectives and activities the institution measures and analyzes regularly."

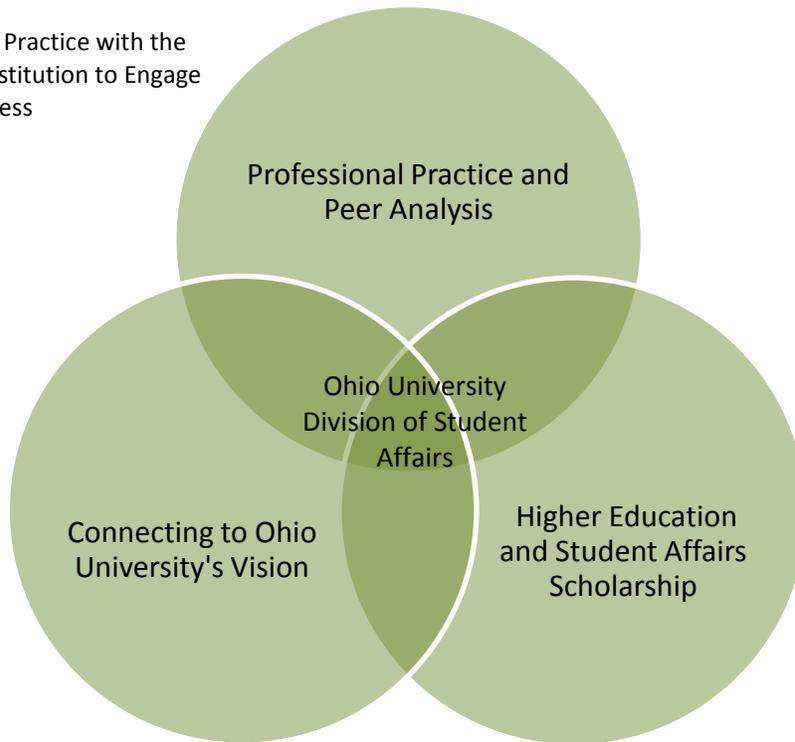
After review of the aforementioned Ohio University planning documents, it is undoubtedly evident that the overall mission, vision, and core values of the University make no direct mention of the impact co-curricular or non-instructional support units have on student learning, despite extensive literature that supports the concept. The National Institute of Education report *Involvement in Learning*, which was cited in Ohio University's 2011 report *Change in Student Involvement From First Year to Senior Year at Ohio University Involvement*, suggests that students who are more involved in activities relate to their formal education will grow more as individual, will be more satisfied with their education, will then tend to persist in their education to graduation, and will continue their learning experience after college. The following themes were generated from this review and were used in the development of the DOSA Strategic Plan:

1. Inconsistency of language when referring to DOSA;
2. Disconnect in communication between DOSA and the University and University Community;
3. Lack of stated or demonstrated value by DOSA;
4. DOSA does not articulate its value through data and measures of key performance indicators (KPI) which results in a lack of awareness of services and programs as well as the DOSA contribution to student learning.

## Aligning Practice

The result of this analysis was the development of a Venn Diagram, Figure 1 with the Division of Student Affairs at the center of intersecting circles of professional practice and peer analysis, current scholarship in higher education and student affairs, and Ohio University's academic and institutional vision.

Figure 1: Aligning Practice with the Profession and Institution to Engage Students for Success



## METHODOLOGY

### Limitations and Delimitations

Several events and mitigating factors impacted the completion and thoroughness of the project. A major impact on the project’s scope was the resignation of the Vice President for Student Affairs (VPSA). Dr. Smith interviewed for and accepted the position of President at Langston University, in Oklahoma. Dr. Smith’s resignation reduced the scope of the study to one of a summative assessment and the development of strategies without action plans or measurable outcomes. Sample action plans are located in Appendix G. Other limiting factors including processing the sheer magnitude of the data collected. What seemed like a simple situation analysis turned into the collection and analysis of a mountain of data from observations, multiple focus groups, interviews, surveys and documents. Even though the task force conducted an exhaustive effort to gain input, we realize that there are pockets of information that will be useful in future planning efforts. Readers will notice a great deal of “inventorying” to mitigate this limitation. The time commitment of the study was also a mitigating factor. At the end of the study the task force had been reduced to a handful of consistent and persistent participants. This study could not have been accomplished without their diligent and excellent work.

### Process

Data for this study were collected using a variety of methods including observations, focus groups, surveys and document analysis. Stakeholders providing input included students and faculty, institutional staff not part of the Division and Divisional staff. Triangulation of this data provided the task force with an accurate view of the Division and how it is perceived on the campus. Data from focus groups were used in the formation of targeted surveys for DOSA and Students. An additional tool for data collection, an open forum for DOSA staff, was eliminated due to the truncated strategic planning process. The following stakeholder data was collected and used in the Strengths, Weaknesses, Opportunities and Threat (SWOT) analysis:

Stakeholder	Method	N
Students	Focus Groups	N=14
Students	Survey (RR=12.3%)	N=90
Faculty-Higher Education and Student Affairs	Focus Group	N=3
Faculty and Administrators -Center for Higher Education	Focus Group	N=6
Faculty and Administrators- University College	Focus Group	N=5
Administrators- Office of Sustainability, Diversity Access and Equity, Intercollegiate Athletics, Facilities Management, OU Police Department, Legal Affairs, University Communications and Marketing, OU Information Technology, Culinary Services and OU Institutional Research)	Focus Group	N=10
DOSA- Campus Involvement Center	Focus Group & Survey	N=13
DOSA-Campus Recreation	Focus Group & Survey	N=20
DOSA-Career Services	Focus Group & Survey	N=8
DOSA-Community Standards and Student Responsibility (Judiciaries)	Focus Group & Survey	N=6
DOSA-Counseling and Psych Services	Focus Group & Survey	N=11
DOSA-Dean of Students	Focus Group & Survey	N=7
DOSA-Event Services and Baker University Center	Focus Group & Survey	N=6
DOSA-Residential Housing	Focus Group & Survey	N=39
	<b>Total</b>	237

These data were combined with focus group data from faculty and administration partners and themed for use in the analysis. The general themes emerging from focus groups, surveys and discussions were:

- Engagement: Contact with a student/s with the intent to achieve student success
- Environment: Items derived from comments associated with working conditions and campus surroundings.
- Process: Items addressing how things are or could be done.

In addition to general themes the data was sub-themed based on common inputs. Sub-Themes included:

- Assessment: Items related to evaluating efficiency and effectiveness;
- Campus Connectivity: Activities that engender a sense of community and provide an outlet for pro-social involvement;
- Co-curricular learning: Intentional, planned, and guided activities focusing on student learning and development;
- Collaboration and team: Items related with how SA professionals work within and outside of the Division;
- Communication and marketing: Items related to how SA professionals communicate with and between departments, and promote services to stakeholders;
- Focus: Items that align with engagement and the intent of programs and functional areas.
- Human Resources: Items related to or associated with SA professionals work environment including empowerment, morale, professional development, training, work-load, and performance management;
- Leadership: Items that address visioning, support, connection to students, decision making, congruency, and effectiveness;
- Operations, Structure and Planning: Items that address how the DOSA is organized, works and plans;
- Politics: Environmental or cultural items related to real or perceived pressure and influence that effect SA work;
- Resources: Items associated with resource allocation including budget;
- Space: Items related to internal and external facilities and grounds that support SA work;
- Student Support: A means to sustain progress toward achieving student goals.

Document analysis was a major component of review and included data from an extensive list of internal and peer reports, and articles and papers from the field of higher education and student affairs. Documents analyzed and used in this assessment are included in the Reference section.

Analysis and synthesis of these data as well as from comments from both focus groups and surveys provided the task force with sufficient and critical information from which to develop informed findings and create useful strategies.

The Findings, Strategies and Action Plan portion of the report is framed using the parts or sections utilized in the CAS standards and include Mission; Program; Organization and Leadership; Human Resources; Ethics; Law Policy and Governance; Diversity, Equity and Access; Institutional and

External Relations; Financial Resources; Technology; and Assessment and Evaluation. The CAS standards framework provides a thorough and complete format to organize the task force findings and recommendations. It should be noted that no portion of this assessment is to be considered a CAS self assessment. Strategic priorities will be identified within each section.

## FINDINGS, STRATEGIES AND ACTION PLANS

Findings are summary judgments based on the analysis of interviews, focus groups, surveys, and document analysis and constitute the opinion of task force members. Strategies are global initiatives put in place to facilitate progressive movement. Action plans provide measurable goals and metrics with timelines for implementation. A statement about the section is made when there is insufficient data to make a finding or create strategies.

**Mission-** This portion of the framework focuses on the Division’s purpose and vision, and a review of that purpose and how it connects to the institution. The Mission of the Division of Student Affairs (DOSA) at Ohio University is to “prepare students to be responsible and contributing members of a diverse, global society by providing learning-centered environments, meaningful out-of-class opportunities, and professional support services that help them learn through their experience and achieve academic success.” The mission was developed during the previous strategic planning process which culminated in 2007 and was not reviewed as part of the 2012 strategic planning effort. The University’s Vision statement “to become the nation’s best transformative learning community where students realize their promise, faculty advance knowledge, staff achieve excellence, and alumni become global leaders” was adopted in 2010. The Vision is clarified by the following statement:

“The priorities related to undergraduate/graduate education and research and creative activity are grounded in four fundamentals: inspired teaching and research, innovative academic programs, exemplary student support services, and integrative co-curricular activities. As we strive to strengthen the university-wide commitment to the student experience, all of us, regardless of our roles or responsibilities, can profoundly influence how successful we are as a university at achieving these fundamentals” (Ohio University, 2010).

*Finding:* DOSA lacks a clearly articulated vision and does not have any foundational document that overtly connects it’s’ practice to the institutional vision “to become the nation’s best transformative learning community where students realize their promise, faculty advance knowledge, staff achieve excellence, and alumni become global leaders.”

*Strategic Priority: Student Success and Collaboration*

*Strategies:*

- Undertake a review of the DOSA mission
- Create a vision to align DOSA practice with the University’s stated vision
- Engage stakeholders in the process
- Reaffirm foundational documents annually

*Finding:* There is no direct connection between the Division and the institution’s accreditation process under the Academic Quality Improvement Process (AQIP). DOSA appears absent from the AQIP action project focused on general learning outcomes. DOSA is not represented on any committees associated with AQIP. Several recommendations in the HLC review of the Institutional portfolio call for more engagement with out-of-class and co-curricular service providers.

*Strategic priority: Student Success, Student Engagement and Staff Development*

*Strategies:*

- Gain greater involvement in institutional planning and accreditation efforts
- Align program efforts toward institutional vision
- Allocate resources to support engagement in institutional initiatives

**Program-** Activities associated with learning outcomes, campus connectivity and student support.

There were 167 items analyzed in the program section. The majority of these items were focused on engagement (149) including campus connectivity, co-curricular learning and student support while a small number of items were process (18) oriented. The vision of Ohio indicates institutional intent for “students (to) acquire a distinguished competency” and goes on to state that “the hallmarks of a distinguished competency are facility in

- writing, analysis, communication, and collaboration;
- civic, cultural, and scientific literacy;
- global fluency; and,
- the creation and application of knowledge through research and creative activity.”

*Finding:* There are pockets of departmental use and assessment for student learning outcomes (SLO) but there is no coordinated effort. Residential housing, Campus Involvement Center, and Campus Recreation have established departmental learning outcomes which are assessed using indirect measures (student opinion or perception). There was insufficient evidence to determine what, if any direct measure of assessment of learning has been used. Other program areas either lack the expertise or interest in developing or assessing student learning outcomes.

*Strategic priorities: Student Success and Student Engagement*

*Strategies:*

- Inventory student learning outcomes in DOSA
- Align student learning outcomes with CAS student learning outcome domains and dimensions
- Develop a plan to track and assess learning in DOSA functional areas
- Work with institutional partners to determine baseline life skills upon entry into Ohio University and assess progress annually based on participation in DOSA Functional Areas

*Finding:* DOSA co-curricular programs are not overtly tied to the four-fundamentals as articulated in the institutional vision, particularly “exemplary student support services and integrative co-curricular activities.” There is no evidence to indicate that a relationship exists between DOSA learning outcomes and those articulated in the 2006/2008 Action Projects associated with the Institution’s Universal Learning Outcomes.

### *Strategic Priorities: Student Success and Student Engagement*

#### *Strategies:*

- Create and communicate a purpose statement that clearly articulates how DOSA provides “exemplary support and integrative co-curricular activities”
- Create and align DOSA SLOs to institutional “hallmarks of distinguished competency”
- Produce an annual statement of impact on how DOSA contributes to student learning

*Finding:* DOSA staff members are genuinely committed to student success through engaging them in a variety of activities. However, there appears to be some disconnectedness between how the DOSA perceives itself and how it is perceived by others. Students indicate general satisfaction with the variety (m=3.16), quantity (m=3.34) and quality (m=3.30) of the engagement. One student captured the sentiment with “it’s great to be able to have so many options for things to do” while another stated “DOSA has so many wonderful activities and a lot of them are free.” Still others suggest that not everyone is pleased with the offerings. One student commented “my out-of-class involvement has been completely on my own doing (with) no assistance from any division” while another complains “there is little support for my social group or situation.” Funding distribution and communication were also cited as potential issues for student organizations. One student wrote “I’d like to see funding spread out across more organizations. UPC should not get the majority of funding and advertisement.” The following comments from two students were aggregated to create a single comment about communication. “Cooperation and collaboration between the departments is poor. The fact that student orgs and groups like ... are not allowed into the residence halls with information is absurd. We need better communication about Divisional policies and procedures about where to hang signs, chalk on sidewalks, etc.”

### *Strategic Priority: Student Success and Student Engagement*

#### *Strategies:*

- Review student organization management, including club sports, and communication policies systems
- Develop a community of organizations and their leaders
- Develop a balanced approach to engaging students
- Make an effort to engage student athletes and other specialized student groups

**Organization and Leadership:** There were a total of 161 comments or data points identified in the Organization and Leadership section. Organization (61) items were process oriented while Leadership items were focused on environment (89), engagement (5) and process (6).

**Organization:** This section of the report focused on operations, structure and planning. All comments and items were within the process theme. While the majority of the items focused on departments some findings warrant inclusion in the strategic plan.

*Finding:* Operations within DOSA are inconsistent and in some cases disjointed. Some departments have well defined business and operational policies and processes while others seem operate in a more reactive mode. There is no method to assess the impact of division wide policy on departmental operations. One DOSA staff member offered this comment: “There are so many layers of supervision and communication that decisions can take a long time, and it feels as if many decisions are countermanded.” Another stated: “I feel like there are a lot of layers in our structure. Messages are not always smoothly relayed--either up or down... We have some excellent leaders, but the structure muddies the communication and transparency.”

*Strategic Priority: Student Engagement, Staff Development and Technology*

*Strategies:*

- Build continuity in business and operational planning
- Create Division wide policy and processes from established departmental practice
- Involve stakeholders and build transparency into decision making

*Finding:* There is no formalized staffing or succession plan for division functions. One employee captured the sentiment for many with this comment: “many think if you can do it with less that’s all that matters; but the quantity of things you can do goes down and eventually the quality of work does too.” Still another says: “We do more things, but what is the result? If we look at outcomes instead of activities, I think it becomes very obvious that there is a staffing need. Again, just adding more bodies isn't the answer though.”

*Strategic Priority: Staff Development*

*Strategies:*

- Establish a succession plan
- Create congruency in positions
- Engage intentionally and strategically in HR compensation review

**Leadership:** There was insufficient evidence generated from the analyses of Leadership to make overarching comments or suggestions concerning division, department or functional unit leadership. Some specific comments involved positive leadership styles of specific individuals, feelings of support from departmental directors. Congruency between actions and rhetoric for division leadership received mixed ratings while their focus on students was consistently higher. As might be expected, and in general, DOSA staff felt more connected to their department directors than division leadership. One comment summarized this feeling well: “I really do believe in our leadership. Although sometimes whimsical in philosophy for decision making and communicating it, I know they have the big picture in mind and I trust them because I truly believe they care about our students and our employees. It's not my job to agree, but my choice to understand.”

**Human Resources:** There were 225 comments or data points, identified in the Human Resource (HR) section. Key sub themes including team related items (30); resource allocation (10); leadership (6); workload, morale, empowerment, training and compensation (21); and general HR issues (153). Major

themes for HR clustered around environment (147) and process (78). In general DOSA personnel identified themselves as being internally motivated and having good morale. However, the scope and depth of the items and comments addressed in this section was beyond the scope of this strategic plan. A more thorough study should be undertaken to determine environmental issues associated with work within DOSA.

*Finding:* Professional development for DOSA personnel, which includes professional, graduate assistant, classified and student employees is inconsistent, uncoordinated, and not focused on established competencies. Themed conference style divisional meetings provide exposure to a narrow focus of topics. Some staff members perceive DOSA policies, including the travel restriction policy as a barrier to their professional development. Participation in professional associations, including scholarship, presenting at conference, participating on committees etc., is encouraged but not rewarded.

*Strategic Priority: Staff Development*

*Strategies:*

- Develop a competency based professional development, training and education (PTDE) plan for DOSA and all DOSA personnel.
- Review DOSA policies for their impact on professional development.
- Create metrics and reward system for professional involvement (Number of presentations, number of articles submitted/published, number of consultant experiences; number of DOSA, university, professional committees served, credentials received)

*Finding:* The graduate student experience and the use of Graduate Assistantships are valued by all stakeholders. There are some issues regarding focus, work- and academic balance, and intent of the GA experience.

*Strategic Priority: Staff Development and Collaboration*

*Strategies:*

- Create a consistent Graduate Assistant experience
- Establish expectations
- Educate stakeholders
- Create team

**Ethics:** There is insufficient data to make findings regarding ethics. There were only 8 items analyzed of which all were environmental. There is no evidence of either good or bad ethical practice. In commenting about whether staff members confront or hold each other accountable when exhibiting unethical behavior on DOSA staff members stated: "I know I don't have a problem holding others accountable, but I haven't witnessed unethical behavior in relation to any of my peers yet." Still another DOSA staff member raises a question worth investigating: "(unethical behavior) may not always be out in the open."

## **Law Policy and Governance**

*Finding:* Other than compliance with HIPPA regulations for medical records issues related to law, policy and government were absent from this review.

*Strategic Priority: Staff Development*

*Strategies:*

- Review law and policy compliance requirements and ensure compliance;
- Develop a training schedule for departments and functional areas to address compliance;
- Identify and work with institutional officials tasked with enforcing federal and local laws.

## **Diversity, Equity and Access**

*Finding:* DOSA appears to have a good relationship with the office of Diversity, Access and Equity. Students appear engaged in offerings offered by CIC however; there was insufficient data to assess the impact of programs and services for all DOSA departments and functional areas. Students suggested “the cultural diversity that is advertised is not reflective of the actual environment and culture of OU.”

*Strategic Priority: Student Success and Student Engagement*

*Strategies*

1. Engage students from underrepresented populations including but not limited to minority and disabled students and student athletes.
2. Determine what exists and what needs to exist.
3. Assess the learning impact and satisfaction of programs.

**Institutional and External Relations:** Internal and external relations related issues required an item analysis of 181 comments or data points. The majority of data was analyzed from the sub-theme of communications (68); politics (52) and collaboration and teamwork (52). Major themes developed from the analysis of institutional and external relations included engagement (32), environment (58), and process (92)

*Finding:* There are pockets of collaboration with academic units including the Division’s work with University College First Year Experience and Learning Communities (Residential Housing, Career Services, Campus Involvement, Campus Recreation), and the College of Education’s Higher Education Student Affairs (Division wide Graduate Assistants) and Counseling (Counseling and Psych. Services), and Recreation Sport Pedagogy (Campus Recreation), the College of Fine Arts (CIC and Event Services) and the College of Health Sciences and Professions (Health Promotion).

*Strategic Priority: Student Success, Student Engagement and Collaboration*

*Strategies:*

- Optimize existing collaboration and seeks other methods to engage faculty and academic administrators.
- Enhance the collaboration between academic and co-curricular units.
- Align DOSA practice with academic disciplines where applicable and appropriate.
- Engage faculty and connect that engagement to the four fundamentals of the university.

*Finding:* Marketing and promotion efforts lack coordination, are inconsistently applied, and do not produce measurable results. There is no formalized DOSA marketing plan that assesses how best to identify student's needs, promote programs, and evaluate the impact of programs on addressing those needs. The use of a committee to coordinate marketing and promotion limits the impact of a coordinated marketing approach.

*Strategic Priorities: Student Engagement and Collaboration*

*Strategies:*

- Assess departmental and functional unit marketing needs.
- Investigate and benchmark peer institution's marketing strategies.
- Identify resources for unified and coordinated marketing approach.
- Develop a DOSA marketing plan.

*Finding:* There is significant confusion regarding the Values of Ohio, or the 5Cs as they are commonly referred. The 5C's and their implementation were created by the VPSA to be implemented by DOSA. These values were undefined for two years before the DOSA Assessment Committee and select University colleagues created literature-based definitions and CAS derived learning domains and outcomes for each of the 5 Cs. While the goal of this process was to create a more DOSA community approach to their adoption and implementation, a sustainable plan for DOSA-wide implementation was not adopted. While many DOSA staff members believe in and have worked diligently to incorporate the 5Cs into their practice, too many students and virtually all faculty and administrative partners have either vague or negative perceptions of them. The following comment highlights the disparity: "I strongly believe in the 5Cs but I bet the students don't know what they are." One student wrote "The 5Cs are irrelevant to a future career." Data reveal that 63.6% of students are aware of the 5Cs and 68.6% suggested DOSA does an adequate job of promoting them. There is very little knowledge of how the 5Cs were created and who was involved. Data on websites explaining the 5Cs is incomplete and inaccurate and there does not appear to be a plan to incorporate the values in academic settings.

*Strategic Priorities: Student Success, Student Engagement and Collaboration*

*Strategies:*

- Engage institutional and DOSA leadership to redefine or reaffirm the values.
- Engage stakeholders y to affirm the 5Cs
- Demonstrate the relevance of the 5Cs.

*Finding:* There was limited focus in the phase 1 of the strategic planning document regarding the impact of DOSA on the community and region. Data emerged after the original study suggesting DOSA departments and functional areas have a mutually beneficial relationship and make a positive impact on the community by providing a variety of services which should be tracked to determine the impact these services have on the Division.

Strategic Priorities: Collaboration

Strategies:

- Determine the extent to which providing service to the community is a priority for the Division
- Identify and document the impact of services provided to the Community and Region

**Financial Resources:** There were 18 comments or items analyzed regarding financial resources, many of which were addressed in various sections of this document. The primary issue for staff was the lack of funding for staffing and the need to focus on development. However, there was insufficient data to make an informed finding. A review of the financial resource allocation should be undertaken.

Finding: Students tended to want more transparency in student org funding with one student complaining “Engagement based projects should see increased funding and be given priority over regular programming” while another student offered “especially with fundraiser opportunities for organizations who are self-funded and do not receive SAC funding.”

Strategic Priority: Student Success and Engagement  
Strategies

- Work with student organization leaders to review and create funding allocation criteria
- Create transparency in funding allocation
- Communicate with students regarding funding distribution

Finding: There is limited opportunity to create new and innovative funding outside of normal operations. A review of the financial resource allocation, relative to new programs should be undertaken.

Strategic Priority: Staff Development and Student Engagement  
Strategies:

- Create a new program incubator
- Identify potential resources for program development and enhancement

**Technology:** There were 13 comments or items analyzed regarding technology and in general the responses were positive. The majority of the responses came from two departments and referred to use of their operational systems.

Finding: Anecdotal evidence suggests DOSA engages in the robust use of technology systems for records retention and management; operations and event management; access control; point of sale; and employee scheduling. However, while technology is used it is not equitably applied across departments.

Strategic Priority: Technology

Strategies:

- Inventory technology hardware and software
- Identify and mitigate gaps in technology
- Identify and allocate resources to support innovation through technology

Finding: There is inconsistent and uncoordinated maintenance of Division websites with too many dead links as well as links with inaccurate, dated, or missing information.

### Strategic Priority: Technology

#### Strategies:

- Conduct an inventory and identify resource needs
- Identify internal capacity
- Develop data flow systems
- Create a schedule for regular update and review

**Finding:** Social media and its use to communicate with students exist in a number of DOSA departments. Most prominent is the Dean of Students Dean Team. These students many of whom are working in areas conducive to their academic majors provide the primary Social Media conduit for the DOSA. The VPSA and DOS among others within departments use Twitter and Facebook to connect with students. One supportive student indicated “The social media such as “Tweeting” that the dean does make the division and the DOS approachable. We like the fact that he does not feel too removed.” However, a word of caution was raised by one student suggesting: “Frankly, I don't think students care much for administrative units trying to "be cool" via social media. If students WANT to get involved, they will find the events using traditional advertising. Unless the DSA can do something truly innovative, original, or creative with its social media, it's about as appealing as following my Mom on twitter. Social media IS powerful, but conventional methods always yield conventional results. Everyone is doing it, and you need to step up the creative efforts to surpass the ‘conventional’.”

### Strategic Priority: Student Engagement and Technology

#### Strategies:

- Assess the impact of social media on student engagement and communication
- Broaden the reach of the Dean Team
- Resource for innovation rather than maintenance

**Facilities and Equipment:** There were 12 comments or items analyzed regarding facilities and equipment but they generated some findings worth investigating. Many DOSA facilities are aging and in need of renovation or replacement. There is inadequate space for students and service providers and the space provided is often not used for its intended purpose. Evaluation of all DOSA facilities should be a priority for the Assistant Vice President for Capital Planning. (Section added by Dana Epley, Pete Trentacoste, Jenni Young and Jim Sand).

### Strategic Priority: Student Success, Student Engagement, Collaboration, Technology, Staff Development

#### Strategies:

- Align Housing master plan with strategic priorities identified within the DOSA Strategic Plan for 2014-2018

**Assessment and Evaluation:** Direct and indirect evaluation of and use qualitative and quantitative methodologies and existing evidence, as appropriate, to determine whether and to what degree the stated mission, goals, and intended outcomes are being met as effectively and efficiently as possible.

**Finding:** There does not appear to be evidence of formalized and/or unified Division wide assessment or evaluation of process. Assessment efforts are sporadic, disjointed and focused on student satisfaction rather than outcomes. Some departments have engaged in assessment, most notably Residential

Housing, Campus Recreation and the Amanda J. Cunningham Leadership Center. Assessment data is often localized and made available to units but no formalized process exists to aggregate the data and use it to tell the DOSA story.

*Strategic Priority: Student Success, Student Engagement, Staff Development and Collaboration.*

*Strategies:*

- Create an advisory team for the DPAR from DOSA and collaborative partners
- Formalize the DOSA assessment and evaluation plan and process (Appendix E) and align with current University initiatives and industry practices.
- Seek Division representation on the ASUPR steering committee and AQIP committee.
- Create a balanced approach to assessment
- Distribute information regarding DOSA planning, assessment and research efforts
- Hire a permanent full-time assessment person for DOSA

*Finding:* Division and unit reports do not provide an adequate representation of the organization or individual units within. Many reports are incomplete and inconsistent, lack uniformity, and not readily available for stakeholder review. Reporting is focused on academic periods which do not align with many of the auxiliary and year-round activities. Data reported from units is often limited or not used creating a staff perception of “what we do is not valued.” Inadequate reporting creates the potential for impacting both internal and external stakeholder’s perception of DOSA.

*Strategic Priority: Student Success, Student Engagement, and Collaboration.*

*Strategies:*

- Create a consistent format and timeline for DOSA reports.
- Create a dashboard of key performance indicators (KPI) selected by DLT and functional area directors and that align with institutional objectives.
- Create an on-line reporting format that allows links to unit reports.

*Finding:* The current strategic planning process was left incomplete and does not have sufficient formative assessment tools or measurable outcomes and KPIs. The resignation of the current VPSPA left the task force with a limited the scope of summative assessment. While the summative assessment was completed and forms the basis of this product, several strategies, action plans, and KPIs have been identified.

*Strategic Priority: All*

*Strategies:*

- *Create DOSA Vision.*
- *Finalize the strategic plan for 2013-2017.*
- *Develop a formative assessment process.*

*Finding:* There is currently no method to track student engagement and to demonstrate the impact DOSA activities have on student development or learning.

Strategic Priority: All

Strategies:

- Develop a system to identify, track and document student involvement
- Unify assessment of student engagement

### **Conclusion**

A review of the current literature related to societal concerns for accountability in higher education and the crisis in student learning on college campuses, presents the case that institutions of higher learning should be unified in their approach to student engagement that leads to student success. Aligning current practice with institutional needs and core competencies creates the bonds necessary to achieve that goal. The three fundamental findings that will guide the strategic plan for FY 2013-2017 include raising awareness of the value of DOSA, creating balance between focusing on institutional vision of student learning and DOSA practice focusing largely on campus connectivity, and aligning practice and professional development with good and best practice through competencies articulated by NASPA, ACPA and other professional associations. The plan aims to establish strategies to resolve the apparent disconnectedness between institutional vision and DOSA practice by creating an environment conducive to supporting student learning and to established competency based practice by demonstrating its value as a key partner in promoting student learning. Findings, strategies and goals identified in this report provide the framework to align DOSA practice with the fundamental vision of Ohio University “to become the nation’s best transformative learning community where students realize their promise, faculty advance knowledge, staff achieve excellence, and alumni become global leaders. “

## References

- Advisory Board Company, The (2011). *Aligning Co-curricular initiatives with learning outcomes: Key challenges facing student affairs leaders*. Washington D.C.
- Association of American Colleges and Universities. (2006). *Critical Thinking Rubric (AAC&U)*. Retrieved December 7, 2011 from <http://www.aacu.org/value/rubrics/pdf/CriticalThinking.pdf>
- Association of American Colleges and Universities<sup>1</sup>. (2010). *Foundations and skills for lifelong learning Value Rubric (AAC&U)* Retrieved December 7, 2011 from <http://www.aacu.org/value/rubrics/pdf/LifelongLearning.pdf>
- Association of American Colleges and Universities<sup>2</sup>. (2010). *Raising the bar: Employers' views on college learning in the wake of the economic downturn*. Washington DC: The National Center for Public Policy and Higher Education & Public Agenda.
- College Personnel Administrators International (2006). *Assessment Skills and Knowledge (ASK) Standards* Retrieved [September 9, 2011 from http://slra.osu.edu/posts/documents/acpa-ask-brochure1.pdf](http://slra.osu.edu/posts/documents/acpa-ask-brochure1.pdf)
- Council for the advancement of standards in higher education (2008). *CAS general standards*. Retrieved September 1, 2011 from <http://www.cas.edu/index.php/cas-general-standards/>
- Council for the advancement of standards in higher education (2006). *Characteristics of Individual Excellence for Professional Practice in Higher Education*. Retrieved September 1, 2011 from <http://www.cas.edu/wp-content/uploads/2011/03/CASIndividualExcellence.pdf>
- Ellis, S. (2010) *Introduction to Strategic Planning in Student Affairs: A Model for Process and Elements of a Plan*. *New Directions for Student Services*, (n. 132), Winter Wiley Periodicals, Inc. San Francisco: Jossey Bass
- Endres, J. and Tisinger, D. (2007). *Digital Distractions: College Students in the 21st Century*. Retrieved from the *NACADA Clearinghouse of Academic Advising Resources* Web site: <http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Digital-Distractions.htm>
- Gutowski, J. (2006) *Cocurricular transcripts: Documenting holistic higher education*. *The Bulletin* v74 no. 5 September. Association of College Unions-International (ACUI). Retrieved October 28, 2011 from <http://www.acui.org/publications/bulletin/article.aspx?issue=306&id=1900>
- Hersh, R. & Merrow, J. (2005). *Declining by degrees: Higher education at risk*. New York, NY: Palgrave Macmillan.
- Higher Learning Commission, The (2010) *Reflections in action 2010: Lessons learned by colleges and universities participating in AQIP*. Retrieved April 9, 2012 from <http://www.hlcommission.org/AQIP/AQIP-Home/>
- Immerwahr, J., Johnson, J., Ott, A., & Rochkind, J. (2010). *Squeeze play 2010: Continued public anxiety on cost, harsher judgments on how colleges are run*. Washington DC: The National Center of Public Policy and Higher Education & Public Agenda.
- Keeling, R. & Hersh, R. (2012). *We're losing our minds: Rethinking American higher education*. New York, NY: Palgrave Macmillan.
- Kuh, G.D., Kinzie, J. & Schuh, J. (2010) *Student engagement: A key to student success*. In, *Student success in college: Creating conditions that matter*. San Francisco: Whitt & Associates, 2010, (p.7).
- Lumina Foundation, 2011. *The degree qualifications profile: Defining degrees-A new direction for American higher education to be tested and developed in partnership with faculty, students, leaders*

and stakeholders. Retrieved November 2, 2011 from [http://www.luminafoundation.org/publications/The\\_Degree\\_Qualifications\\_Profile.pdf](http://www.luminafoundation.org/publications/The_Degree_Qualifications_Profile.pdf)

Middle States Commission on Higher Education (2006). Characteristics of excellence in higher education: Eligibility requirements and standards for accreditation. Retrieved October 25, 2011 from <http://www.msche.org/publications/CHX06060320124919.pdf>

Musil, C.M. (2006). Assessing global learning: Matching good intentions with good practice. Retrieved December 7, 2011 from [http://aacu.org/SharedFutures/documents/Global\\_Learning.pdf](http://aacu.org/SharedFutures/documents/Global_Learning.pdf)

National Association of Student Personnel Administrators (2010) Professional competency areas for student affairs practitioners. Retrieved August 12, 2011 from [http://www.naspa.org/programs/prodev/Professional\\_Compencies.pdf](http://www.naspa.org/programs/prodev/Professional_Compencies.pdf)

New Leadership Alliance for Student Learning and Accountability (2012). Committing to quality: Guidelines for assessment and accountability in higher education. Retrieved March 22, 2012 from <http://www.newleadershipalliance.org/images/uploads/committing%20to%20quality.pdf>

Ohio University (2011)<sup>a</sup>. Dashboard Indicators and Four Fundamentals, September 2011. Personal communication received April from David Descutner, Vice Provost for Undergraduate Education and Dean of University College.

Ohio University (2011)<sup>b</sup>. Change in Student Involvement From the First Year to Senior Year at Ohio University June 2011. Retrieved October 5, 2011 from <http://www.ohio.edu/instres/involve/UNIVss.PDF>

Ohio University Learning Objectives (2011)<sup>c</sup>. Retrieved October 5, 2011 from <http://www.ohio.edu/learningobjectives/>

Ohio University (2011)<sup>d</sup>. National Survey of Student Engagement for Ohio University 2011. Retrieved April 29, 2012 from <http://www.ohio.edu/instres/engage/NSSEResults11.pdf>

Ohio University (2010)<sup>a</sup> Division of Student Affairs Annual Report 2009-2010. Retrieved April 29, 2012 from <http://www.facilities.ohiou.edu/housing/division/annualreport.html>

Ohio University (2010)<sup>b</sup>. Division of Student Affairs Environmental Scan Fall 2010 Retrieved April 29, 2012 from <http://www.ohio.edu/provost/loader.cfm?csModule=security/getfile&PageID=1745221>

Ohio University (2010)<sup>c</sup>. Higher Learning Commission – Systems Appraisal Feedback Report October 2010. Retrieved August 19, 2011 from <http://www.ohio.edu/apaa/upload/Systems-Appraisal-Feedback-Report-2010-2.pdf>

Ohio University (2010)<sup>d</sup>. Interim Report of the General Education Assessment Working Group September 2010 Retrieved August 17, 2011 from <http://www.ohio.edu/instres/assessments/genedassess2010.pdf>

Ohio University (2010)<sup>e</sup>. University Environmental Scan Draft Report October 2010 Retrieved August 17, 2011 from <http://www.ohio.edu/provost/loader.cfm?csModule=security/getfile&PageID=1746142>

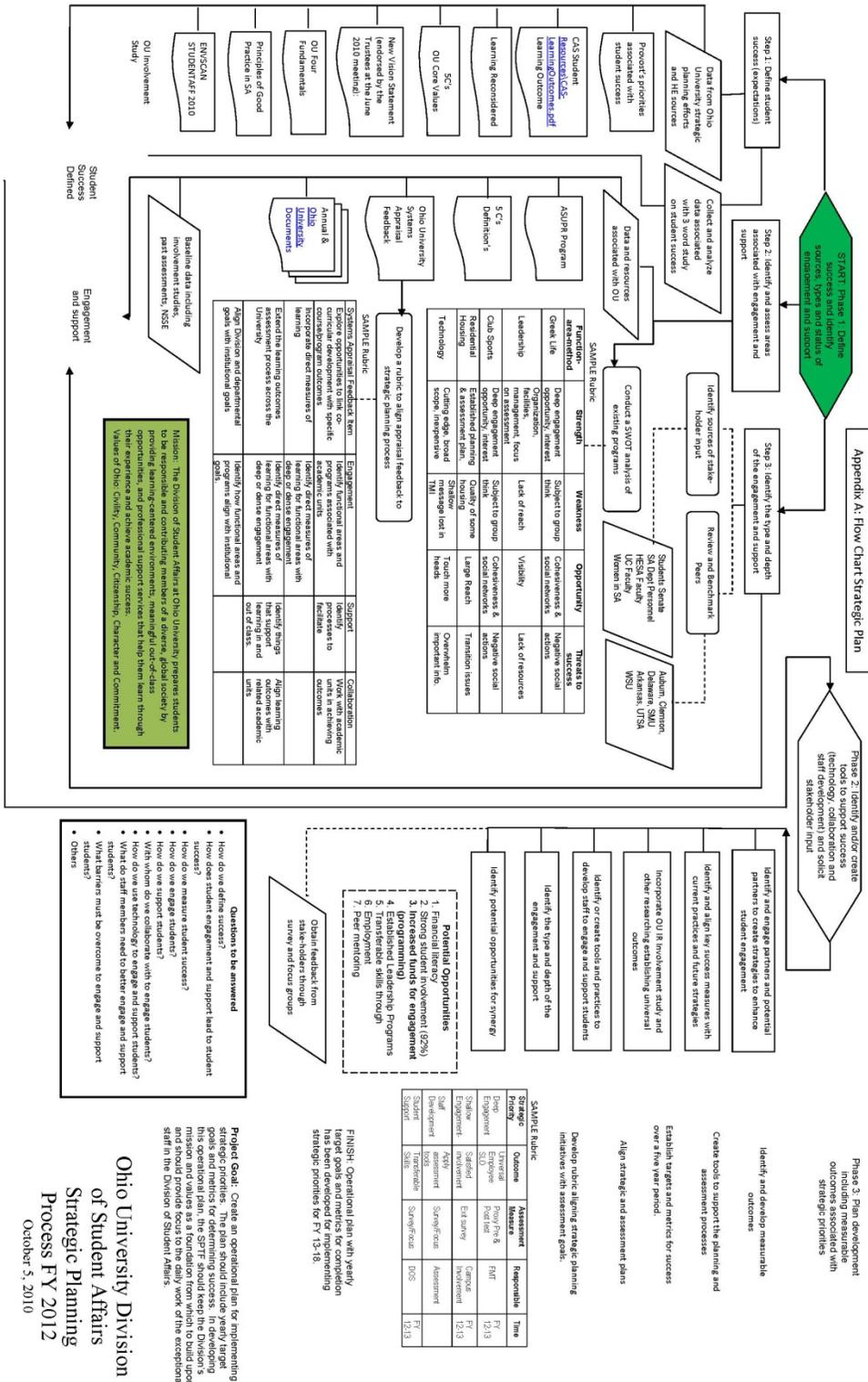
Ohio University (2009)<sup>a</sup>. Academic Support Unit Program Review November 2009. Retrieved April 6, 2012 from [http://www.ohio.edu/asupr/docs/Program\\_Review\\_Final.pdf](http://www.ohio.edu/asupr/docs/Program_Review_Final.pdf)

Ohio University (2009)<sup>b</sup>. Five year vision Ohio implementation plan, Draft January 2009. Retrieved April 29, 2012 from <http://www.ohio.edu/provost/upload/draft-vision-ohio-1-16-09-web.pdf>

Ohio University (2004). Strategic Planning Path, 2004-2016 Retrieved April 29, 2012 from <http://www.ohio.edu/provost/upload/Strategic-Planning-Update-Jan-2011-2.pdf>

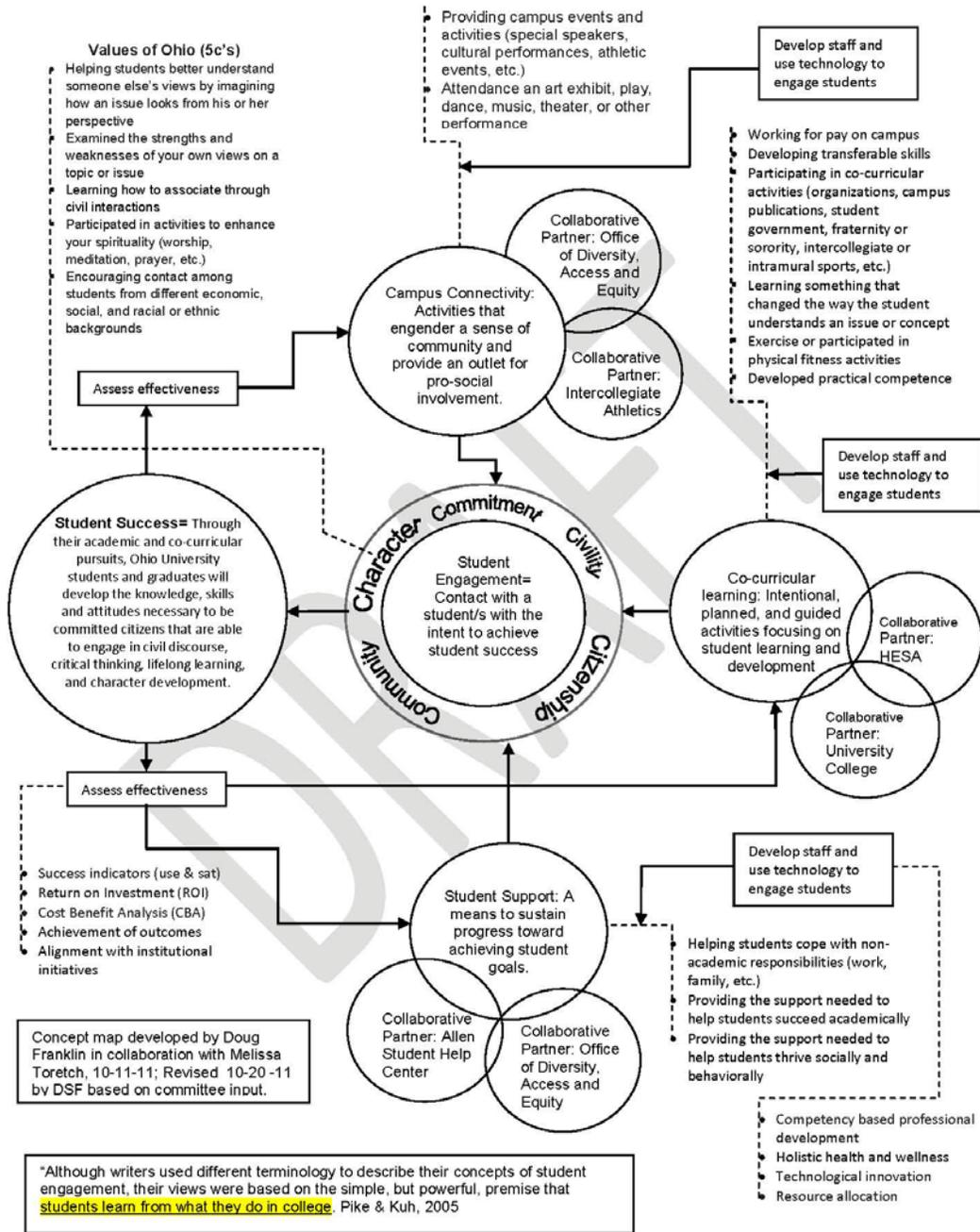
U.S. Department of Education (2006). *A test of leadership: Charting the future of U.S. higher education*. Washington, DC: The commission appointed by Secretary of Education Margaret Spellings.

# Appendix A: Project Flow Chart



Appendix B: Concept Map

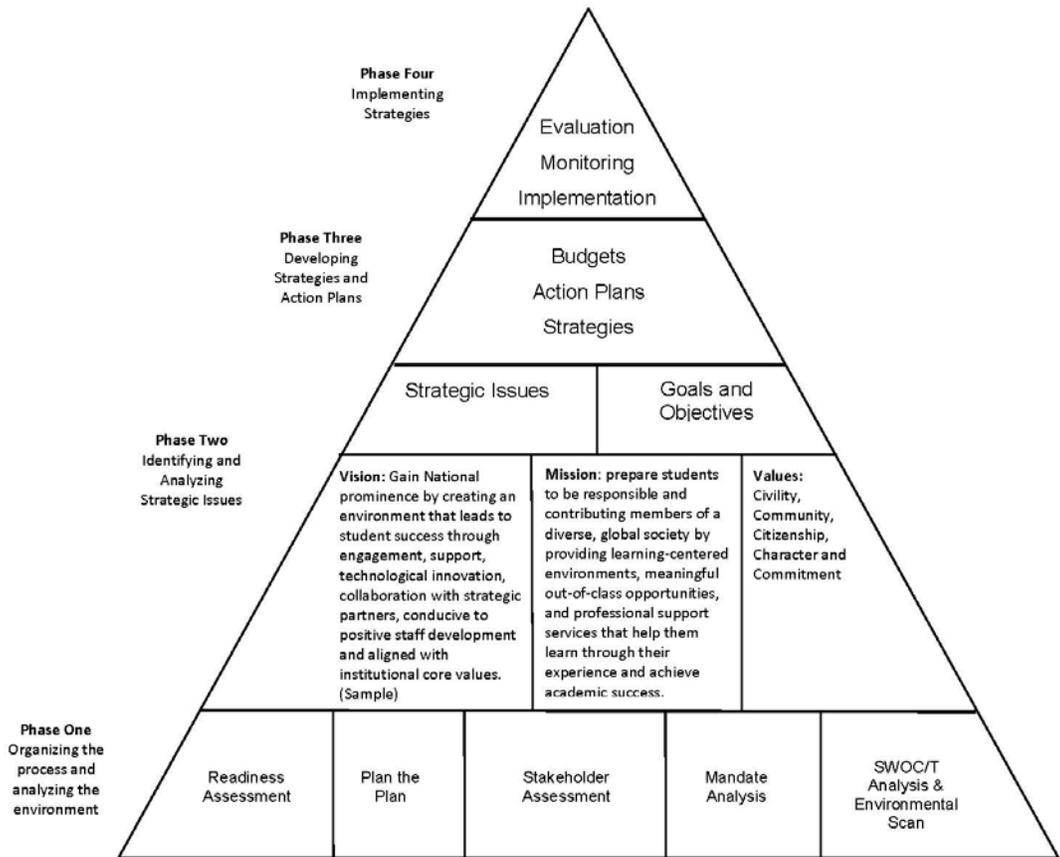
Appendix C: Concept Maps for elements of student engagement that ultimately lead to



Appendix C: Triangle Planning Chart

Appendix D: Building Blocks

The Building-Block View of Strategic Planning  
by Bryson and Alston, (2011)



Source: Adopted from material developed by Farnum Alston and The Crescent Company, Bozeman, MT as published in Creating Your Strategic Plan: A Workbook for Public and Nonprofit Organizations (Bryson on Strategic Planning), by John M. Bryson and Farnum K. Alston (2011)



## Appendix E: Sample Assessment Schedule

Standards	Functional Area Responsible	Oversight Area	Last CAS SAG	Next CAS SAG	Peer Review	ASUPR	EBI	Other Internal Audit
Alcohol, Tobacco, and Other Drug Programs	Health Promotion	CIC	Unknown	2014	2016	Unknown		
Assessment Services	DPAR	VPSA	Unknown	2015	2017	Unknown		
Campus Activities Programs	Campus Programs	CIC	Unknown	2015	2017	Unknown		
Career Services	Career Services	CL	Unknown	2016	2018	Unknown		
Clinical Health Services	Health Center	DOS	Unknown	2016	2018	Unknown		
College Unions	Baker University Center	ESBUC	2008	2014	2016	2012	2008	
Conference and Events Programs	Conference Services	ESBUC	Unknown	2015	2017	Unknown		
Counseling Services	Counseling and Psych Services	DOS	Unknown	2014	2016	Unknown		
Fraternity and Sorority Advising Programs	Greek Life	CIC	Unknown	2016	2017	Unknown		
Health Promotion Services	Health Promotion	CIC	Unknown	2014	2016	Unknown		
Housing and Residential Life Programs	Residential Housing	RH	Unknown	2016	2018	2012	2010	
Parent and Family Programs	Parent and Family Programs	DOS	None	2015	2017	Unknown		
Recreational Sports Programs	Campus Recreation	CR	2009	2015	2017/2009	2008		2009
Service-Learning Programs	Leadership and Service Learning	CIC	Unknown	2016	2018	Unknown		
Student Conduct Programs	Campus Standards and Student Responsibility	DOS	Unknown	2014	2016	Unknown		
Student Leadership Programs	Leadership and Service Learning	CL	Unknown	2016	2018	Unknown		

## Appendix F: Strategic Plan Glossary of Terms

**ADSPAR:** Assistant Dean of Students for Planning, Assessment and Research

**AQIP:** The Academic Quality Improvement Program (AQIP) provides an alternative evaluation process for organizations already accredited by the Commission. AQIP is structured around quality improvement principles and processes and involves a structured set of goal-setting, networking, and accountability activities. Ohio University is an AQIP institution.

**Assessment, Summative:** Normally associated with individual learners, summative assessment marks the progress of learning and is accomplished through a variety of tools including tests, papers, portfolios etc. When used in association with an organization summative assessment marks the point from which organizational practice is measured as part of a quality assurance cycle. This point may be referred to as the starting point or line of departure, and is determined through a SWOT/B or other reflective tool.

**Assessment, Formative:** Often associated with education, formative assessment is focused on establishing, measuring, and improving processes through goal setting, key performance indicators, and other measurable outcomes.

**ASUPR:** Academic Support Unit Program Review. This is a review process of non-academic units at Ohio University. The process was developed as an institutional AQIP project to support its accreditation.

**Competency Based Professional Development:** Planned Lifelong and continuous learning to improve one's knowledge, skills, and attitudes. This type of professional development is based on competencies established by a profession, most notably NASPA/ACPA and NIRSA.

**Concept Map:** A tool to help people visualize a concept.

**DPAR:** Division of Student Affairs Director of Planning, Assessment and Research

**Dashboards:** A dashboard is less focused on a strategic objective and more tied to specific operational goals. An operational goal may directly contribute to one or more higher level strategic objectives. Within a dashboard, execution of the operational goal itself becomes the focus, not the higher level strategy. The purpose of a dashboard is to provide the user with actionable business information in a format that is both intuitive and insightful. Dashboards leverage operational data primarily in the form of metrics and KPIs (Dashboard Insight, 2012)

**Delimitation:** Established or known limitations. A study may be delimited by its established population.

**Flowchart:** A visual expression of one or more processes that may include starting points, sources of data, decisions points, summing junctions, alternative processes and termination points.

**Four Fundamentals, Ohio University:** Strategic priorities established by institutional leadership of Ohio University. The four fundamentals are: Inspired Teaching & Research; Innovative Academic Programs; Exemplary Student Support Services; Integrative Co-Curricular Activities.

**Goal:** A specific and measurable target with an identified outcome.

**HLC: Higher Learning Commission.** This is an accreditation commission within North Central Association of Colleges and University, which holds Ohio University's accreditation.

**KPI:** Key Performance Indicators are metrics tied to a target. Most often a KPI represents how far a metric is above or below a pre-determined target. KPI's usually are shown as a ratio of actual to target and are designed to instantly let a business user know if they are on or off their plan without the end user having to consciously focus on the metrics being represented. (Dashboard Insight, 2012)

**Limitation:** Something, known or unknown, that may limit a study. Something uncontrollable limits an outcome.

**Measurable Outcomes:** Benefits or changes for individuals or populations during or after participating in program activities. Outcomes may relate to behavior, skills, knowledge, attitude, values, condition, or other attributes. They are what students know, think, can do; or how they behave; or what their condition is, that is different following the program. (Minnesota State University Mankato, 2012)

**NSSE:** National Survey of Student Engagement collects information at hundreds of four-year colleges and universities about student participation in programs and activities that institutions provide for their learning and personal development. The results of its student survey, *The College Student Report*, NSSE annually provide an estimate of how undergraduates spend their time and what they gain from attending college. Ohio University is a NSSE institution and is provided with a variety of reports that compare their students' responses with those of students at comparison institutions. Comparisons are available for individual survey questions and The [NSSE Benchmarks of Effective Educational Practice](#). (National Survey of Student Engagement, 2012)

**Scorecards:** Used to help align operational execution with business strategy. The goal of a scorecard is to keep the business focused on a common strategic plan by monitoring real world execution and mapping the results of that execution back to a specific strategy. The primary measurement used in a scorecard is the key performance indicator. These key performance indicators are often a composite of several metrics or other KPIs that measure the organizations ability to execute a strategic objective (Dashboard Insight, 2012)

**SLO:** Student Learning Outcomes. Measurable outcomes related to student learning. Learning outcome domains include: knowledge acquisition, construction, integration and application; cognitive complexity; intrapersonal development; interpersonal competence; humanitarianism and civic engagement; and practical competence (CAS, 2012).

**Strategy:** A plan or method for obtaining a specific goal. Worked in reverse, goals are developed as part of a strategy to achieve a strategic priority.

**Strategic Priorities:** Priorities established by the Ohio University Vice President of Student Affairs and the Dean of Students and include student success, engagement, collaboration, technology, and staff development and national prominence.

**SWOT/B:** Strengths, Weaknesses, Opportunities, and Threats/Barriers to Success (SWOT) is a method of summative assessment to determine the effectiveness and efficiency of key areas of operations. This is often used in assessing business competition as part of an organizations marketing plan.

**Systems Portfolio:** An institutional self assessment submitted to the HLC as part of the accreditation process.

**Venn diagram:** A visual tool to present the relationship and convergence between multiple items.

**Appendix G: Sample Action Plans**

**Sample Mission Related Action Plans**

*Sample Element 1:*

Fiscal Year	Goal	Outcome
FY 2014	By the end of FY 2014 the VPSA will task a committee representing stakeholders, including but not limited to faculty, staff (both from DOSA and administrative partners), students, alumni and family to review and adjust as necessary the current mission, develop a draft DOSA vision that aligns with Ohio University's Vision and make recommendations to the DOSA Division Leadership Team for approval	A statement reinforcing the existing mission, or a revised mission statement, and a vision statement that aligns with Ohio University's Vision.
FY 2014	By the end of the first Division meeting the VPSA and DLT, will review and reaffirm DOSA commitment to the stated vision and mission, and align annual goals.	A statement reinforcing the Division's commitment to its' mission and vision. Annual reports and operating plans address organizational connection to mission and vision.
FY 2015	By the end of the first Division meeting the VPSA and DLT will review and reaffirm DOSA commitment to the stated vision and mission, and align annual goals.	A statement reinforcing the Division's commitment to its' mission and vision. Annual reports and operating plans address organizational connection to mission and vision.
FY 2016	By the end of the first Division meeting the VPSA and DLT will review and reaffirm DOSA commitment to the stated vision and mission, and align annual goals.	A statement reinforcing the Division's commitment to its' mission and vision. Annual reports and operating plans address organizational connection to mission and vision.
FY 2017	By the end of FY 2017 the VPSA will task a committee representing stakeholders, including but not limited to faculty, staff (both from DOSA and administrative partners), students, alumni and family to review and adjust as necessary the current mission, develop a draft DOSA vision that aligns with Ohio University's Vision and make recommendations to the DOSA Division Leadership Team for approval	A statement reinforcing the existing mission, or a revised mission statement, and a vision statement that aligns with Ohio University's Vision.

*Sample Element 2:*

Fiscal Year	Goal	Outcome and/or Metrics
FY 2014	By the end of FY 2014 VPSA inventories DOSA involvement in institutional planning efforts (institutional accreditation, planning, enrollment management, master and capital planning etc.) identifies gaps, identifies DOSA personnel to fill potential gaps, and requests their involvement from the EVPP and other appropriate institutional leadership.	Inventory of involvement Inventory of personnel Attendance and notes from meetings Action plans associated with DOSA functional areas
FY 2015	By the end of FY 2015 DOSA personnel involved in institutional committees and groups will report to the	Reports are included in the DOSA Annual Report

	VPSA about their involvement for inclusion in the DOSA Annual Report.	
--	---	--

**Sample Program Action Plans**

*Sample Element 1:*

<b>Fiscal Year</b>	<b>Goal</b>	<b>Outcome and/or Metrics</b>
FY 2014	By the end of FY 2016 the ADSPAR will inventory DOSA functional areas for existing SLOs, work with Functional Area Directors to develop SLOs if needed, and create a data warehouse of SLOs for use by DOSA personnel.	Inventory of SLO for each functional area Data warehouse of SLO
FY 2015	By the end of FY 2015 the DLT will develop unifying learning outcomes or align DOSA learning outcomes with those identified as institutional learning outcomes for use by all departments.	Unifying learning outcomes are identified and
FY 2016	By the end of FY 2016 the DLT, working with the DPAR, will develop tools to measure student learning within the DOSA.	Tools are established and may include rubrics, awareness surveys, and/or tests to measure student learning.

*Sample Element 2:*

<b>Fiscal Year</b>	<b>Goal</b>	<b>Outcome and/or Metrics</b>
FY 2014	By the end of FY 2014 Inventory DOSA programs and seek opportunities to create and align SLO's to the "hallmarks of distinguished competency"	Inventory of SLO for each functional area Student learning document published
FY 2015	By the end of FY 2015 DOSA programs align SLO's with those identified in the preceding action plan.	SLO's are aligned.

*Sample Element 3:*

<b>Fiscal Year</b>	<b>Goal</b>	<b>Outcome and/or Metrics</b>
FY 2014	By the end of FY 2013 DLT and Functional Area Directors will conduct a review and analysis to determine how to optimize student organization management and communication.	Revised policy and procedure manual for student orgs including communication process.
FY 2015	By the end of FY 2014 DLT and Functional Area Directors will implement a cohesive system to manage and communicate with student organization	KPIs: # of students involved in student orgs; # of students in multiple student orgs; # of students involved in academic related clubs

**Sample Organization Action Plans**

*Sample Element 1:*

<b>Fiscal Year</b>	<b>Goal</b>	<b>Outcome and/or Metrics</b>
FY 2014	By the end of FY 2014 DLT and Functional Area Directors will review Division of Student Affairs policies and procedures, and all departmental policies for congruence and complementation by end of FY 2014.	Revised policy and procedure manual
FY 2015	By the end of FY 2015 Align all departments in the	FMT mission, value and goals

	division with the DLT and Functional Area Directors understandings of the mission, values, and goals of the division by end of FY 2014.	statements that align with the Division
FY 2016	By end of FY 2016 possess a standard performance appraisal instrument utilized by the Division of Student Affairs that reflects the divisional mission, values, and goals, is reflective of each functional area, CAS standards for each functional area, and integration of the core competencies put forth from ACPA and NASPA.	Performance appraisal document

*Sample Element 2*

<b>Fiscal Year</b>	<b>Goal</b>	<b>Outcome and/or Metrics</b>
FY 2014	By the end of FY 2014 analyze, by comparing and contrasting, responsibilities for positions within the Division to identify potential cross training opportunities.	A document containing position positions and responsibilities for use by Division professional development team
FY 2015	By the end of FY 2015 formalize the Division's hiring process with posting timelines, salary offers, and interview committees consistent with HR and COMP 2014 recommendations and guidelines.	Universal hiring guide aligns Division practice with institutional policy
FY 2016	By the end of FY 2016 develop pathways from one functional area into another functional area (maybe using collaterals) to encourage division staff to be cross-trained in different areas.	Personal or departmental succession plans moving across the Division
FY 2017	Identify any program collaboration opportunities with academic partners. Formalize these partners into the department's organizational structure by FY17.	Organizational chart with dotted lines with collaborative partners

**Sample Human Resources Action Plans**

*Sample Element 1:*

<b>Fiscal Year</b>	<b>Goal</b>	<b>Outcome and/or Metrics</b>
FY 2013	By the end of FY 2013 the DOSA Professional Development Committee and Functional Area Directors will review current student affairs literature about competencies, identify best practices in student affairs PTDE, complete an inventory of current DOSA PTDE activity, identify potential sources for and barriers to PDTE, and conduct a gap analysis of potential areas of focus in creating a broad based plan to address and mitigate gaps.	DOSA 5-year professional development plan
FY 2014	By the end of FY 2014 DOSA staff members, with support of the Professional Development Committee, will complete an analysis of their personal professional competencies based on NASPA/ACPA competencies (2010) or other professional association criteria; develop a plan to mitigate areas for needed improvement.	5 year personalized competency based professional development plans in place
FY 2015	By the end of FY 2015 DOSA staff members, with support of the Professional Development Committee will have addressed at least two areas of needed	Number of PTDE engaged

	improvement through but not limited to webinars or other e-learning solutions, seminars and or conference attendance.	
FY 2016	By the end of FY 2016 DOSA staff members will have addressed at least two additional areas of needed improvement through but not limited to webinars or other e-learning solutions, seminars and or conference attendance. Professional staff members will have submitted at least one presentation proposal and or one article for publication.	Number of PTDE engaged Number of presentations or papers submitted and or accepted.

*Sample Element 2:*

<b>Fiscal Year</b>	<b>Goal</b>	<b>Outcome and/or Metrics</b>
FY 2014	By the end of FY 2014 DOSA GA supervisors with GA's will work with HESA faculty to develop a work-academic balance plan clearly articulating expectations for each.	Individual GA plans.
FY 2015	By the end of FY 2015 DOSA GA supervisors with GA's will work with HESA faculty to review and revise the work-academic balance plan based on input from all stakeholders	Plans are revised.

***Sample Law Policy and Governance Action Plan***

<b>Fiscal Year</b>	<b>Goal</b>	<b>Outcomes and Metrics</b>
FY 2014	By the end of FY 2014 Functional Area Directors will conduct an inventory of relevant laws and policy affecting their functional areas,	Inventory of laws and impact statements
FY 2015	By the end of FY 2015 the professional development team will develop and implement a training schedule for departments to educate and train DOSA staff regarding legal responsibility	Professional development plan documents training for compliance with legal policy and compliance
FY 2016	By the end of FY 2016 the DPAR will work with DLT and Functional Area Directors to develop tracking system to document compliance with legal responsibility	System is track knowledge of and compliance with legal requirements is active

***Sample Diversity, Equity and Access Plan***

<b>Fiscal Year</b>	<b>Action</b>	<b>Outcomes and Metrics</b>
FY 2014	By the end of FY 2014 Functional area directors will conduct an inventory of services provided to minority, disabled and under-represented populations; identify exiting and potential partners to support these students, develop plans to engage where necessary, and create metrics for measurement.	Inventory of service impact Plan in place for activities with metrics to measure engagement
FY 2015	By the end of FY 2015 functional area directors will work with DPAR to implement the plan and develop tools for use in assessing engagement and outcomes for minority, disabled and under-represented populations.	Annual impact report consisting of usage, satisfaction, and learning outcomes data
FY 2016	By the end of FY 2016 functional area directors will work with DPAR to evaluate and revise the plan	Plan is revised based on stakeholder input.

***Sample Institutional and External Agency Action Plans***

*Sample Element Plan 1:*

<b>Fiscal Year</b>	<b>Goal</b>	<b>Outcome and/or Metrics</b>
FY 2014	By the end of FY 2014 DPAR inventories existing collaborations, and distributes to Functional Area Directors to develop faculty engagement opportunities.	# of courses and students impacted by participation in UC 115 and UC 190 # of living learning communities hosted by RH # of DOSA staff teaching academic courses # DOSA staff supervising internships or practicum # DOSA staff guest lecturers # of publications produced by and presentations made by DOSA staff # of students utilizing DOSA operated facilities for academic courses
FY 2015	By the end of FY 2015 DLT and Functional Area Directors will identify new opportunities for getting faculty more involved in out-of-class learning opportunities	# of faculty contacted Yield rate of faculty recruitment and engagement % of faculty engaged in DOSA programs

*Sample Element Plan 2*

<b>Fiscal Year</b>	<b>Goal</b>	<b>Outcome and/or Metrics</b>
FY 2014	By the end of FY 2014 Division's Marketing and Communications committee will conduct a needs assessment and benchmarking study of peer institutions.	Benchmarking report Recommendations including staffing, resources
FY 2015	By the end of FY 2015 the DLT and the Division's Marketing and Communications committee will conduct a study to assess the need to develop a position to coordinate the marketing needs of the division.	A recommendation will be made to the VPSA as to the need for a position to coordinate the Division's marketing needs.
FY 2016	If a marketing coordinator position is approved, the position will be filled by the end of FY 2016	If approved, a marketing coordinator will be hired by the end of the FY.

*Sample Element 3:*

<b>Fiscal Year</b>	<b>Goal</b>	<b>Outcome and/or Metrics</b>
FY 2014	By the end of FY 2014 Institutional and Divisional leadership will reaffirm or redefine the values of Ohio and stakeholders will be identified, contacted and included in discussions about the 5Cs or some other set of university values.	Statement of reaffirmation by leadership 5Cs Advisory group/s developed
FY 2015	By the end of FY 2015 the marketing and communications committee will develop or revise an existing plan to promote the 5Cs or some other set of university values.	Promotional plan in place.

*Sample Element 4*

<b>Fiscal Year</b>	<b>Goal</b>	<b>Outcome and/or Metrics</b>
FY 2014	By the end of FY 2014 DPAR will collect data to determine the financial and service impact of DOSA provided community and regional services.	Impact report to the VPSA
FY 2015	By the end of FY 2015 VPSA and DLT will determine the extent to which DOSA units will	Statement of service level for use by DOSA personnel in providing services to the

	continue to provide services to the community and region	region and community
FY 2016	By the end of FY 2016 DOSA departments and Functional Areas will report the impact of community and regional services provided	Community and regional service level impact statement in DOSA reports

**Sample Action Plan for Financial Resources**

*Sample Element 1:*

<b>Fiscal Year</b>	<b>Goal</b>	<b>Outcome and/or Metrics</b>
FY 2014	By the end of FY 2014, the CIC and ADDPAR will complete an assessment of the student organizations current funding and resource distribution system and identify potential issues and strengths. <ul style="list-style-type: none"> <li>• Create and distribute a survey for student organization representatives regarding their opinion of the current funding and resource distribution system (SAC funding)</li> <li>• Create a report of the findings from the assessment of student organizations funding and resource distribution system</li> </ul>	Survey has been established and distributed Results have been tabulated Report has been developed and distributed. Target amounts are established
FY 2014	By the end of FY 2014, the CIC and DPAR will review the results of the assessment and identify recommendations and strategies to improve the process.	Recommendations for revision to the current funding and resource distribution system made to the VPSA and DLT
FY 2015	If approved, By the end of FY 2015, the CIC and DPAR will implement the recommended changes to distributing resources and funding to student organizations	Resource allocation system is implemented. KPI=\$ distributed; Cost per participation or participations established; # and demographic distribution of the funds established.
FY 2015	By the end of FY 2015 develop a web page that describes the process of distributing resources and funding allocation	Web page developed
FY 2016	By the end of FY 2016, the DOSA Strategic Planning Committee will assess on an annual basis the effectiveness of the student organization funding and resource distribution system	Provide an annual report of student organization funding and resource allocation that will be shared on the web page
FY 2017	By the end of FY 2017, the DOSA Strategic Planning Committee will assess on an annual basis the effectiveness of the student organization funding and resource distribution system	Provide an annual report of student organization funding and resource allocation that will be shared on the web page

Comments: Possible Key Performance Indicators (measures of performance) include:

- Previous SAC funding decisions and criteria
- Size of student organizations
- Level of funding
- Level of engagement
- Type of activities funded

- Proportion of funding that is SAC vs. fundraising
- Demonstration of involvement of the 5 C's
- Demonstration of level of engagement and impact of programming

*Sample Example 2:*

<b>Fiscal Year</b>	<b>Goal</b>	<b>Outcome and/or Metrics</b>
FY 2014	By end of FY 2014 set a funding target for a seed fund to be allocated to new projects or programs related to the Strategic Plan	Target amount established
FY 2014	By the end of FY 2014 identify the source of the funds and budget appropriately	Funding source identified and budgeted
FY 2015	By the end of FY 2015 request proposals that prove an established tie to the strategic plan for review and funding. Programs or projects should include a method of assessment	Programs that link to the strategic plan receive funds
FY 2016	By the end of FY 2016 continue receiving proposals and review currently funded projects assessment reviews. Allocate funds (committee, VP?)	Successful projects continue, assessments are tied to strategic priorities
FY 2017	By the end of FY 2017 continue receiving proposals and review currently funded projects assessment reviews. Allocate funds (committee, VP?)	Successful projects continue, assessments are tied to strategic priorities

**Sample Action Plan for Technology**

*Sample Element 1:*

<b>Fiscal Year</b>	<b>Goal</b>	<b>Outcome and/or Metrics</b>
FY 2014	By the end of FY 2014 DLT and Functional Area Directors will inventory DOSA hardware and software systems and develop a technology plan to cover the next five years of technology related operations.	Technology Inventory Technology plan Staffing review
FY 2014	Housing Master Plan committee will utilize social media and email to solicit feedback from stakeholders and showcase construction progress	Number of people selecting to subscribe to the social media sites.
FY 2015	Capital Planning Office will establish DOSA Capital Planning website that features construction updates, photos, and video to maintain communication with stakeholders	Capital Planning Website is complete and operational. KPI=Number of visits
FY 2015	By the end of FY 2015 develop a web page that describes the process of distributing resources and funding allocation	Web page developed

*Sample Element 2:*

<b>Fiscal Year</b>	<b>Goal</b>	<b>Outcome and/or Metrics</b>
FY 2014	DLT and Functional Area Directors will review DOSA websites, repair or remove problematic links	Clean web pages
FY 2015	DLT and Functional Area Directors will work with DPAR to develop a five year plan to upgrade and	Web plan and review cycle established.

	maintain a robust web presence.	
--	---------------------------------	--

*Sample Element 3:*

<b>Fiscal Year</b>	<b>Goal</b>	<b>Outcome and/or Metrics</b>
FY 2014	By the end of FY 2014 DOS will work with the Dean team to assess the impact of the office's use of social media and develop a plan to broaden the reach of the Dean Team.	Assessment document Plan # of twitter followers # of Facebook Friends, Likes etc.
FY 2015	By the end of FY 2015 DOS and Dean Team will assess content of twitter responses to determine key topics that impact students	Report containing key topics, # of tweets, retweets related to the topics, recommendations for future action.

***Sample Action Plans for Facilities and Equipment (Many of these goals and outcomes are currently in process)***

*Sample Element 1:*

<b>Fiscal Year</b>	<b>Goals: Housing Master Plan</b>	<b>Outcome and/or Metrics</b>
FY 2013	Develop a sector plan to demonstrate how South Green will mesh with East Green and surrounding academic buildings; to create pathways and spaces that promote engagement and interaction;	Completed sector plan and Phase I of utility infrastructure
FY 2013	<i>Integrate sector plan with ten-year Housing Master Plan and with the fifty-year academic plan. (1)</i>	Housing Master Plan and Academic Plan are aligned.
	Initiate Phase 1 of Housing Master Plan which includes infrastructure: Utilities for the new residence halls will intersect with recreation areas and academic buildings.	Phase-I Utility infrastructure is in place.
FY 2013	Renovate Bush Hall with contemporary and future-focused technology	75% of Bush Hall Renovation is complete
FY 2013	Develop Housing Master plan committees involving students, faculty, and administrators to advise and direct plan	Master plan committees are established
FY 2013	Design innovative living and learning spaces focusing on best practices while staying true to the character and traditions of Ohio University. Building program and room type selected for phase I with a focus on the engagement, development, and preference of students	Design is complete
FY 2013	Explore options to upgrade campus cable television to high-definition	Decision is made to upgrade or not upgrade cable television system.
FY 2014	Reopen Bush Hall	Renovated Bush Hall reopens January 2014
FY 2014	Renovate and redesign Jefferson Hall with approximately 300 beds, and engaging living/learning commons for faculty, staff and students	Renovation is 75% complete
FY 2014	Phase I Construction begins on three new residence halls totally approximately 900 beds with improved amenities for faculty and staff to promote recruitment and retention of high	Project is on critical path

	<i>performing employees (3)</i>	
FY 2015	Phase I construction continues Renovate Jefferson Hall	Project is on critical path
FY 2016	Renovate Jefferson Hall continues.	Newly renovated Jefferson Hall opens Fall 2015
FY 2016	Phase I Construction begins on three new residence halls totally approximately 900 beds	Three new residence halls on South Green open for occupancy Fall 2015
FY 2017	Phase II construction begins	Project is on critical path

*Sample Element 2:*

<b>Fiscal Year</b>	<b>Goals: DOSA Capital Plan</b>	<b>Outcome and/or Metrics</b>
FY 2013	Develop facilities needs assessment Facility Needs Lists will provide a comprehensive inventory of the capital/building needs of DOSA (1)	Facility needs assessment is complete
FY 2014	Conduct Facility Needs Assessment including lists all utility, HVAC, and mechanical needs of DOSA facilities to allow for prioritization. (2)	Facility needs assessment is complete

**Sample Assessment and Evaluation Action Plans**

*Sample Element 1:*

<b>Fiscal Year</b>	<b>Goal</b>	<b>Outcome and/or Metrics</b>
FY 2014	By the end of FY 2013 VPSA and DPAR form Assessment Advisory Team (AAT). DPAR and AAT inventory existing efforts including but not limited to EBI, NSSE, CIRP, ASUPR, the OU First Year Involvement Study and the OU Change in Involvement study and create a coordinated plan for institutional student assessment.	AAT is formed Inventory is developed Schedule is created (see baseline plan below)
FY 2014	By the end of FY 2014 the DPAR will coordinate the development of an AQIP project that aligns academic and DOSA units in developing opportunities for student wellness	AQIP project will be accepted and implemented
FY 2014	By the end of FY 2014 DPAR will revise website to support the planning, assessment, and research efforts will be established.	Website is active and interactive
FY 2014	By the end of the fall semester of FY 2014 VPSA will hire a full-time assessment person	Full time person is on board
FY 2015	By the end of FY 2015 a multi-year assessment plan including will be developed and implemented for all DOSA departments and functional areas	DOSA Departments and/or Functional Areas will have scheduled or completed a CAS self assessment, peer assessment and participated in some national assessment project (Campus Labs, EBI etc.)
FY 2016	By the end of FY 2016 DOSA departments and functional areas will use results from assessments in developing their annual operating plans	Annual operating plans will demonstrate the connection between planning and assessment.

*Sample Element Plan 2:*

<b>Fiscal Year</b>	<b>Goal</b>	<b>Outcome and/or Metrics</b>
FY 2014	By the end of FY 2014 DPAR Inventory DOSA reports,	Inventory of DOSA reports

	create templates, and develop methods to secure data in an efficient and effective manner. Create a manageable timeline to ensure reports information is both timely and relevant. On-line reports provide links to complete data provided by units.	Templates created On-line input and outputs are created. Reports are distributed within 1 week of submission.
FY 2015	By the end of FY 2015 Reports will utilize the KPIs developed for programs, facilities, and assessment.	DOSA reports are consistent and timely
FY 2016	By the end of FY 2016 data from each report will be compared with previous year data	DOSA reports are consistent, timely and reflect progress toward goals.

*Sample Element 3:*

<b>Fiscal Year</b>	<b>Goal</b>	<b>Outcome and/or Metrics</b>
FY 2014	By the end of FY 2014 VPSA, DLT, Functional Area Directors will develop a DOSA vision to align with Ohio University's vision and four fundamentals.	DOSA Vision

*Sample Element 4*

<b>Fiscal Year</b>	<b>Goal</b>	<b>Outcome and/or Metrics</b>
FY 2014	By the end of the FY 2014 will establish a task force or work group to investigate methods of tracking out-of-class involvement of students.	Work group or task force is established
FY 2015	By the end of the fall semester FY 2015 DOSA out-of-class tracking work group will identify and select a method to track out-of-class involvement	Tracking method established Resources identified Vendor Selected
FY 2015	By the end of FY 2015 DOSA departments and functional areas will align data collection practices with selected vendor for tracking out-of-class learning	Central warehouse collects and stores data to be used in out-of-class tracking system.
FY 2016	By the end of FY 2016 out-of-class tracking system will be evaluated for efficiency and effectiveness by the Director of Assessment and the DOSA unit hosting the system.	Assessment report completed and distributed