Strategic Plan for Student Affairs
2015 – 2016

Western Michigan University
Dear Friends and Colleagues,

In keeping with the academic mission and strategic objectives of Western Michigan University, the Division of Student Affairs cultivates a campus community that is supportive, caring and friendly for students, faculty, staff and the general public. We view ourselves as central to the University’s vision of being Learner-Centered, Discovery-Driven and Globally Engaged. We develop and manage human, financial, physical and technological resources effectively and efficiently and evaluate these programs, services, and systems of support in order to engage in continuous improvement and positive change. We are learner-centered, using our resources wisely to provide programs and services to create and support exceptional learning in safe, healthy and inclusive environments. We forge partnerships with academic affairs and other campus constituents in order to serve students in a holistic manner. In order to achieve our goals and objectives, we have created an organizational structure that allows for agile, consistent, and responsible operational support and decision-making. We also appropriately incorporate sustainability and green practices into decision-making processes.

The Student Affairs Strategic Plan incorporates division and department goals, objectives, strategies and tactics for 2015 – 2016. Once the University Strategic Plan for 2020 is finalized, Student Affairs will develop a Strategic Plan for 2020 to support the University Plan.

Yours in Service,

Dr. Diane K. Anderson, Vice President for Student Affairs
MISSION
Western Michigan University is a student-centered research university, building intellectual inquiry and discovery into all undergraduate, graduate, and professional programs in a way that transforms learning and fosters innovation. The University provides leadership in teaching, research, learning, and public service and is committed to enhancing the future of our global citizenry.

VISION
Nationally recognized and internationally engaged, the University aspires to distinguish itself as being learner-centered, discovery-driven and globally-engaged.

GOALS
1. Ensure a distinctive learning experience and foster success of student learners.
2. Promote innovative learning, discovery and service.
3. Advance WMU as a major research university.
4. Ensure a diverse, inclusive and healthy community.
5. Advance social, economic and environmental sustainability practices and policies.
Student Affairs fosters involvement, growth and development in safe, healthy and inclusive learning environments.

**Goals**

1. Cultivate Learning and Development
2. Enhance Infrastructure to Provide Excellent Learning and Service
3. Encourage Healthy, Ethical and Responsible Behavior

**Mission**

Student Affairs fosters involvement, growth and development in safe, healthy and inclusive learning environments.

**Vision**

To be a premier, learning-oriented student affairs division.

**Core Values**

- Responsible and Ethical Decision-making
- Proactive, Innovative, and Responsive Programs and Policies
- Collaboration and Communication
- Effective Planning and Use of Resources
Student Affairs is comprised of the following departments, each of which have a mission statement and strategic goals that guide programs, services and assessment. While each department is unique, central to the mission of each department is its support of the academic mission of the university, including the enrollment and retention of students.

**BERNHARD CENTER**

**Mission:**
Serve the campus community and enhance academic experience by providing student focused facilities, services and programs that foster interactive learning and collaboration.

**Goal Areas:**
1. User Friendly Environment
2. Services and Amenities
3. High Quality Catering
4. Leadership Development

**CAREER AND STUDENT EMPLOYMENT SERVICES**

**Mission:**
Empower students to develop the skills necessary for reaching their career goals,

**Goal Areas:**
1. Career Decision-making
2. Job Skill Development
3. Job Attainment

**CHILDREN’S PLACE LEARNING CENTER**

**Mission:**
In a safe, nurturing environment that respects individuality, create intentional activities that promote developmental growth and a culturally diverse community of learners.

**Goal Areas:**
1. Develop Respect
2. Encourage Experimentation
3. Developmental Activities
4. Collaborative Learning Environment

**WMU DINING SERVICES**

**Mission:**
WMU Dining Services is a team dedicated to providing quality food, excellent services, and exceptional value to advance University mission and goals.

**Goal Areas:**
1. Outstanding Products and Service
2. Culture of Service
3. Environmentally and Fiscally Responsible Methods
**PARENT and FAMILY PROGRAMS**

**Mission:**
In collaboration with the WMU community, engage and support parents, guardians, student mentors and family members to promote and encourage student learning, self-advocacy, and healthy personal development.

**Goal Areas:**
1. Recruitment and Retention
2. Relationship Cultivation
3. Program Development

**RESIDENCE LIFE**

**Mission:**
Foster a residential experience that engages individuals as students, community members and learners through academic support, civic responsibility and personal development.

**Goal Areas:**
1. Residential Experience
2. Student Academic Support
3. Community and Civic Responsibility
4. Personal Development

**SINDECUSE HEALTH CENTER**

**Mission:**
Provide a broad range of health services to empower the University community to learn, heal and thrive.

**Goal Areas:**
1. Integrated Health Services
2. Healthy University Environment
3. Healthy Behavior

**STUDENT ACTIVITIES AND LEADERSHIP PROGRAMS**

**Mission:**
Student Activities and Leadership Programs exists to engage campus, empower students and develop leaders.

**Goal Areas:**
1. Meaningful Engagement
2. Student Leadership Development
3. Intentional Learning Experiences

**STUDENT AFFAIRS OPERATIONS**

**STUDENT AFFAIRS OPERATIONS (BUSINESS OPERATIONS, MARKETING, FACILITIES, INFORMATION TECHNOLOGY, PLANNING AND ASSESSMENT**

**Mission:**
Provide the division of Student Affairs with efficient and effective business operations, marketing, facilities, information technology, planning and assessment.

**Goal Areas:**
1. Core Operational Services
2. Liaisons to University Services
3. Best Practice Technologies
4. Culture of Evidence

**STUDENT CONDUCT**

**Mission:**
Enhance student learning and personal development by creating an educationally purposeful, disciplined and caring community.

**Goal Areas:**
1. Responsible Decision-Making
2. Knowledge of Student Expectations
3. Links to Campus Resources

**UNIVERSITY RECREATION**

**Mission:**
University Recreation provides learning and developmental opportunities while preparing the University community for a positive, healthy, active life through recreational programs and services.

**Goal Areas:**
1. Dynamic Programs and Services
2. Efficient Operations
3. Infuse health and wellness in the WMU community

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**Programs and Services**
- Bernhard Center (BC)
- Career and Student Employment Services (CSES)
- Children’s Place Learning Center (CPLC)
- Dining Services (DS)
- Parent and Family Programs (PFP)
- Residence Life (Res Life)
- Sindecuse Health Center (SHC)
- Student Activities and Leadership Programs (SALP)
- Student Affairs Operations (SAO)
- Student Conduct (OSC)
- Student Affairs Strategic Planning and Assessment (SASPA)
- University Recreation (SRC)
- Vice President (VPSA)
The Council for the Advancement of Standards in Higher Education (CAS) advises higher education professionals to develop strategies, programs, and services based on theory (Dean, 2006). “Current professional literature in higher education recommends a broad institutional commitment to intentional, planned, collaborative organizational change that has foundation in theory” (Keeling, Wall, Underhile, & Dungy, 2008). The planning and assessment work in the Division of Student Affairs is grounded in student development theory, learning theory and the best practices of the Student Affairs profession. Other theory informs the specific initiatives at the department and program level.

Philosophical Framework
Assessment and planning are complex activities that involve an intensive, dynamic set of interrelated activities. In order to organize our goal-setting, planning, professional development and to assist in setting division and departmental priorities, we ground our processes in three key documents to help us organize and prioritize as well as evaluate our progress.

1. Assessment Reconsidered (Keeling, Wall, Underhile, Dungy, 2008) frames the evolution of Assessment work in the Division of Student Affairs in terms of phases: establishing a foundation, creating an infrastructure, and moving to a focus on inquiry and use of assessment

2. In Building a Culture of Evidence in Student Affairs, Culp & Dungy (2012) articulate the need to move from a culture of good intentions to a culture of evidence to ensure that the Division is providing programs and services grounded in the mission and contributing to student learning and development.

3. The NASPA/ACPA Assessment Evaluation and Research Competencies help us evaluate the basic, intermediate and advanced level skillsets, aptitudes and attitudes of individuals within the Student Affairs organization related to planning and assessment work.

Based on the phase of development of the organization, and the individual competencies of staff members throughout the division, at any given point in time, the organization exists somewhere on the continuum from a culture of good intentions related to planning and assessment to a more developed organization grounded in a culture of evidence (Dungy and Culp, 2012). Professional development, planning priorities, and expectations of staff related to assessment and planning must take into consideration the organization’s phase of development related to planning and assessment as well as the various levels of knowledge and competencies of staff throughout the Division.
WMU STUDENT AFFAIRS PLANNING AND ASSESSMENT
PHILOSOPHICAL FRAMEWORK(S) AND THEORETICAL FOUNDATION

Inquiry

Culture of Evidence
Advanced AER Competencies

Foundation

Culture of Good Intentions & Culture of Justification
Basic AER Competencies

Infrastructure

Culture of Strategy
Intermediate AER Competencies

Student Affairs Mission
Student Affairs operates from a strengths-based perspective, using the Appreciative Inquiry model for engaging in planning. “Appreciative Inquiry is the cooperative search for the best in people, their organizations, and the world around them. It involves systematic discovery of what gives a system ‘life’ when it is most effective and capable in economic, ecological, and human terms” (Cooperrider, Appreciative Inquiry Commons, https://appreciativeinquiry.case.edu/intro/definition.cfm). The model has four stages: Discovery, Dream, Design and Destiny.
The Vice President for Student Affairs sets the vision and priorities for strategic planning and assessment efforts across the Division of Student Affairs. She chairs a Leadership Team, comprised of department directors, which meets bi-monthly to share information and review progress toward the goals and objectives. Directors of each department serve on the Leadership Team and work with their staffs to ensure that division-wide objectives and strategies are implemented and lead departmental strategic planning initiatives. Dr. Anderson chairs a Steering Committee to ensure that the Strategic Plan moves forward and is coordinated across the division. Student Affairs Goal Teams are charged with the development and implementation of division-wide strategic objectives and strategies. The Student Affairs Assessment Committee builds awareness of and expertise in division-wide and departmental assessment efforts, evaluates current assessment efforts in order to coordinate and improve data collection and reporting, and rewards and recognizes assessment efforts across the Division.
STUDENT AFFAIRS PLANNING AND ASSESSMENT STRUCTURE

Vice President of Student Affairs

Steering Committee

Leadership Team

Goal Teams
Cross-functional teams of colleagues from across the division working toward common, strategic goals.

Goal Team #1: Learning and Development
Goal Team #2: Environment and Infrastructure
Goal Team #3: Health and Wellness

Departments
Student Affairs is comprised of the departments listed below, all of which have their own mission and goals.

Assessment Committee
Strategic Goals in Student Affairs stem from the mission of the University, are carried out in the context of our vision, mission and core values, and provide direction for the Division for the long term. Student Affairs Objectives are focused statements concerning actions that contribute to the overall accomplishment of our goals. Strategies are the specific action plans designed to accomplish the objectives; they may be short or long-term and are subject to modification and change. Our strategic goals, objectives, strategies and tactics reflect a broad array of student learning and development outcomes, as well as a spectrum of operational excellence initiatives in keeping with the standards of excellence in our field. Progress is reviewed bi-annually by the Steering Committee and updated in May for the following academic year.

At the division level, each Student Affairs objective is assigned to a Goal Team and designated leaders are responsible for outlining the action plans to turn each strategy into reality. Most of the action plans are inter-departmental and membership of Goal Teams includes constituents from across the Division of Student Affairs as well as those from other campus areas. Action plans include the criteria to measure success, an assessment plan and specific assessment measures to evaluate effectiveness. Each department in Student Affairs has a more detailed strategic plan that includes the goals, objectives, strategies, tactics, assessment measures and targets.

Division-wide and department goals, objectives, strategies and tactics have been integrated into the Student Affairs Division Strategic Plan as listed.
GOAL ① Cultivate Learning and Development

Objective 1A: Promote student engagement and involvement.
Objective 1B: Assist students and staff in developing skills and competencies.
Objective 1C: Recognize and reward positive contributions, growth and development of students and staff.
Objective 1D: Assist students in developing meaningful connections in their local and global communities.

GOAL ② Enhance Infrastructure to Provide Excellent Learning and Service Delivery

Objective 2A: Develop, maintain and enhance high quality facilities.
Objective 2B: Ensure a welcoming, supportive, safe environment for a diverse population.
Objective 2C: Ensure a culture of evidence.
Objective 2D: Seek out and develop resources that further the mission of Student Affairs programs and services.

GOAL ③ Encourage Healthy, Ethical and Responsible Behavior

Objective 3A: Develop students’ health and wellness knowledge, awareness and associated behaviors.
Objective 3B: Assist students in developing skills that allow them to engage in authentic, ethical connections.
Objective 3C: Develop, implement, and improve violence prevention and response programs and services.
Objective 3D: Support employee health and wellness.
GOAL 1  CULTIVATE LEARNING AND DEVELOPMENT

Objective 1A: Promote student engagement and involvement.

**Strategy 1A.1** Implement CollegiateLink Curriculums process for tracking, monitoring and reporting on student engagement and involvement in Student Affairs programs and services (Learning and Development Goal Team).

- **Tactic 1A.1a** Complete the infrastructure for the Curriculums module using the Student Affairs Division Learning Outcomes Framework (SASPA).
- **Tactic 1A.1b** Pilot the use of the Curriculums module using the SALP Bronze, Silver and Gold Certificate Program (SALP).
- **Tactic 1A.1c** Expand use of the Curriculums module to other Student Affairs departments (SASPA, Assessment Committee).

**Strategy 1A.2** Coordinate Phase 1 of the Higher Learning Commission Quality Initiative – The WMU Signature Program (Learning and Development Goal Team).

- **Tactic 1A.2a** Hire and train a GA in Student Affairs (SASPA).
- **Tactic 1A.2b** Convene the Task Force to develop Signature process and criteria (SASPA).
- **Tactic 1A.2c** Expand the use of the CampusLabs Curriculums module to track Signature program (SASPA).

**Strategy 1A.3** Increase participation in Student Affairs sponsored activities and services.

- **Tactic 1A.3a** Increase the number of Leadership Programs participants (SALP, Leadership Programs).
- **Tactic 1A.3b** Increase current and develop new academic partnerships and collaborations (SALP, Leadership Programs and Student Media).
- **Tactic 1A.3c** Encourage collaborations between Registered Student Organizations (SALP).

**SubTactic 1A.3c.1** Increase collaborations within Student Media Group RSOs (SALP, Student Media).

- **Tactic 1A.3d** Increase the number of families signed up for the WMU Family Connection (PFP).
- **Tactic 1A.3e** Provide students with access to a wide variety of experiential education opportunities (CSES).
**Tactic 1A.3F**: Increase Leadership Council participation (*Res Life*).

**Objective 1B: Assist students and staff in developing skills and competencies.**

**Strategy 1B.1** Empower students to maximize their learning and leadership potential.

- **Tactic 1B.1a** Facilitate RSO leadership development (*Bernhard Center*).
- **Tactic 1B.1b** Integrate the Office of Student Conduct learning outcomes into the hearing outcome form to tie sanctioning to learning outcomes (*Student Conduct*).
- **Tactic 1B.1c** Improve training curriculum for certified peer educators (*SHC*).

**Strategy 1B.2** Develop student employee skills and competencies.

- **Tactic 1B.2a** Measure skills student employees have developed through use of University Recreation programs and services (*University Recreation*).
- **Tactic 1B.2b** Measure and evaluate student employee communication skills (*University Recreation*).
- **Tactic 1B.2c** Implement customer service training for student employees and measure Effectiveness (*University Recreation*).
- **Tactic 1B.2d** Support a comprehensive student employee learning experience to enhance life and work skills (*Bernhard Center*).
- **Tactic 1B.2e** Develop, implement, and evaluate a training program for student employee supervisors to recognize mental health needs and make referrals (*Counseling, Sindecuse*).
- **Tactic 1B.2f** Assist conference and student staff to identify the transferrable skills they have learned and be able to communicate them to a potential employer (*Res Life*).

**Strategy 1B.3** Develop student and staff intercultural competence.

- **Tactic 1B.3a** Implement the transition plan for departments to incorporate results of the pilot Intercultural Competence project into their departmental programs and services (*SASPA, Learning and Development Goal Team, All Departments*).
- **Tactic 1B.3b** Explore and develop strategic collaborations and partnerships with the Office of Diversity and Inclusion.

  - **Sub-tactic 1B.3b.1** Meet with ODI representatives to discuss Student Affairs’ diversity, inclusion, and intercultural competence in relation to the Diversity and Multiculturalism Action Plan (*Leadership Team, SASPA*).

**Strategy 1B.4** Support Student Affairs staff learning and competency/skill development.

- **Tactic 1B.4a** Implement the assessment competencies framework and provide associated professional development (*SASPA, Assessment Committee*).
Tactic 1B.4b Full-time Dining staff will be trained on job duties, appropriate equipment, policies and procedures for the new Valley Dining Center (DS).

Tactic 1B.4c New Dining Services employee orientation will include an introduction to dining services, food safety skills, customer service training, and dining services specific policies and procedures (DS).

Tactic 1B.4d Support career staff professional development (BC).

Tactic 1B.4e Integrate FOCUS career assessment into all First Year Seminars (CSES).

Tactic 1B.4f Teach students the steps of the career development process (CSES).

Tactic 1B.4g Increase students's ability to demonstrate their skills thorough job search materials (CSES).

Tactic 1B.4h Develop effective HIPAA security training for staff and decrease barriers to compliance (SHC).

Tactic 1B.4i Provide ongoing training to all department employees regarding diversity and intercultural competence (Res Life).

Objective 1C: Recognize and reward positive contributions, growth and development of students and staff.

Strategy 1C.1 Develop and search for recognition opportunities for students (SALP).

Tactic 1C.1a Utilize social media to highlight and recognize RSO accomplishments (SALP).

Tactic 1C.1b Identify specific awards to compete for at the campus, regional and national level, as well as develop plans to produce necessary materials for submission (SALP).

Tactic 1C.1c Evaluate promotion of Golden Broncos and Bronco Spotlight (SALP).

Tactic 1C.1d Enhance academic recognition and resources for on campus students, including Apartment residents (Res Life).

Strategy 1C.2 Reward and recognize effective assessment.

Tactic 1C.2a Promote the Assessment Star and Illuminating Assessment program and award recognition on a monthly basis (SASPA, Assessment Committee).

Objective 1D: Assist students in developing meaningful connections in their local and global communities.

Strategy 1D. Develop professional partnerships to provide real-world experience, feedback, training and support from local and national leaders.

Tactic 1D.1a Develop partnerships with local and national leaders in the field (SALP, Student Media Group).

Tactic 1D.1b Facilitate access to professionals and industry experts to help students learn about career paths and job skills (CSES).
Objective 1E: Ensure that programs, services and policies are based upon student development theory and research.

**Strategy 1E.1** Increase the number of programs and services that have directly associated student learning outcomes.

**Tactic 1E.1a** Student Affairs departments will select at least one learning outcome from the Outcomes Framework to incorporate into their programs (All Departments).

**Tactic 1E.1b** Develop and measure at least one learning outcome for each department at Sindecuse Health Center (SHC).

**Subtactic 1E.1b.1** Measure learning outcomes of F.I.R.E. sexual assault education presentations.

**Subtactic 1E.1b.2** Measure learning outcomes of the Western HEROES bystander intervention training.

**Subtactic 1E.1b.3** Develop at least one measurable learning outcome for Counseling Services.

**Strategy 1E.2** Ground all services/programmatic approaches in a theoretical framework that includes theory to practice.

**Tactic 1E.2a** Ground Leadership Programs in a theoretical framework (SALP).

**Tactic 1E.2b** Incorporate Leadership Identity Model through all SALP practices (SALP).

**Tactic 1E.2c** Utilize current research and best practices to provide services that support the Student/family/university relationship (Parent and Family Programs).

**Tactic 1E.2d** Develop a systematic approach to teaching coaching at the Children’s Place Learning Center (Children’s Place Learning Center).

**Tactic 1E.2e** Provide professional development to Student Affairs staff on student development theory and assessment and planning best practices (SASPA).

**Tactic 1E.2f** Explore ways to incorporate resiliency theory in programming, community development and student interactions (Res Life).

GOAL 2 ENHANCE INFRASTRUCTURE TO PROVIDE EXCELLENT LEARNING AND SERVICE DELIVERY.

Objective 2A: Develop, maintain and enhance high quality facilities.

**Strategy 2A.1** Continue implementation of the 2015 comprehensive housing and dining master plan.

**Tactic 2A.1a** Open Western Heights (Residence Life and Environments and Infrastructure Goal Team).

**Tactic 2A.1b** Continue Assessment of Stadium Drive apartments (Environments and Infrastructure Goal Team).
Tactic 2A.1c Transition Spindler business space to Residence Life to enhance programmatic offerings (Environments and Infrastructure Goal Team).

Tactic 2A.1d Continue construction of Valley Dining Center to open in Fall 2016 (DS, Environments and Infrastructure Goal Team, Res Life).

Tactic 2A.1e Increase satisfaction with food choices through innovations in the Gold’n Brown Bakery Program (DS).

Tactic 2A.1f Prepare Café 1903 for Grand Opening in Fall 2016 (DS).

Strategy 2A.2 Refine and begin implementation of the housing and dining master plan for 2020.

Tactic 2A.2a Refine and gain approval for Plan 2020 (Environments and Infrastructure Goal Team).

Tactic 2A.2b Utilize a combination of student feedback and infrastructure needs to appropriately allocate resources for facility improvements (Res Life).

Strategy 2A.3 Finalize a vision and program for a self-sustaining, award-winning student center known for its vibrancy, responsiveness and aesthetic appeal.

Tactic 2A.3a Gain approval to move forward with vision and program development (Environments and Infrastructure Goal Team).

Tactic 2A.3b Determine feasibility of an independent Bernhard Center Dining center (Environments and Infrastructure Goal Team).

Tactic 2A.3c Assess future viability of the Bernhard Center facility (Environments and Infrastructure Goal Team).

Strategy 2A.4 Develop and implement a Bernhard Center facility plan.

Tactic 2A.4a Gain support for a Bernhard Center transition plan (Environments and Infrastructure Goal Team).

Tactic 2A.4b Begin implementation of Bernhard Center transition plan (Environments and Infrastructure Goal Team).

Objective 2B: Ensure a welcoming, supportive, safe environment for a diverse population.

Strategy 2B.1 Implement effective risk management and prevention strategies and practices.

Tactic 2B.1a Research, assess, and identify appropriate measures for RSO risk management (SALP).

Tactic 2B.1b All Fraternity and Sorority Life organizations will be required to submit critical information and attend specific meetings and programs (SALP, Fraternity and Sorority Life).

Strategy 2B.2 Provide a welcoming environment for a diverse population.

Tactic 2B.2a Implement changes based on results of the diversity and inclusion assessment grant project to improve the welcoming environment for a diverse population (Sindecuse Health Center).

Tactic 2B.2b Work with the Office of Diversity and Inclusion to ensure that student needs are being met in facilities and programs in the SRC (University Recreation).
Tactic 2B.2c Menu concept teams will test and finalize the menus for the Valley Dining Center (Dining Services).

Tactic 2B.2d Make intentional use of the outdoor space at the Children’s Place Learning Center, using it as an extension of the classroom to enhance student learning (Children’s Place Learning Center).

Tactic 2B.2e Add or enhance services and/or retail to improve the Bernhard Center experience (Bernhard Center).

Tactic 2B.2f Explore graduate housing opportunities in collaboration with the Graduate College (Residence Life).

Tactic 2B.2g Assess and strategize approaches at the hall level regarding the community experience (Residence Life).

Tactic 2B.2h Develop a LBGT learning community to launch Fall 2016 (Residence Life).

Objective 2C: Ensure a culture of evidence.

Strategic 2C.1 Integrate assessment and evidence-based decision-making into the culture of Student Affairs.

Tactic 2C.1a Make assessment part of the day-to-day culture of the SALP Department (SALP).

Tactic 2C.1b Departments develop, use, share and report on 2015-2016 departmental Strategic Plans (All)

Tactic 2C.1c Develop a plan to acknowledge student participation in assessments (SASPA).

Tactic 2C.1d Monitor operating expenses and food costs daily in the Valley Dining Center to ensure acceptability of products and make necessary adjustments to menu and procedures (Dining Services).

Tactic 2C.1e Create a complete assessment cycle for Children’s Place Learning Center Toddler Program that begins with screening and ends with data being utilized in planning and periodic assessment of developmental progress (Children’s Place Learning Center).

Tactic 2C.1f Establish a process that systematically evaluates menu and service to keep up with the latest trends and client expectations (Bernhard Center).

Tactic 2C.1g Conduct a feasibility study for offering e-visits (SHC).

Tactic 2C.1h Collect quality career outcome data for all WMU graduates with collaboration and support of academic departments through the institution-wide Post Graduation Activity Survey (CSES).

Tactic 2C.1i Participate in the comprehensive Pharmacy audit process (SHC).

Tactic 2C.1j Ensure narcotic prescribing practices among clinicians are in line with community benchmarks (SHC).
Strategy 2C.2 Conduct assessment in a coordinated and intentional manner to collect necessary data to achieve strategic priorities.

Tactic 2C.2a Participate in the Interfaith Diversity Experiences and Attitudes Longitudinal Survey (SASPA).

Tactic 2C.2b Analyze usage statistics for the new Weight Room (SRC).

Tactic 2C.2c Analyze insurance-related barriers for health service utilization (SHC).

Tactic 2C.2d Analyze Sindecuse Health Center processes and identify any that may discourage usage (SHC).

Tactic 2C.2e Evaluate the process and outcomes regarding Student Concern Form submissions (Health and Wellness Goal Team).

Tactic 2C.2f Develop and implement Campus Climate Survey to assess student perceptions regarding campus climate for unwanted sexual contact and sexual assault (SASPA).

Tactic 2C.2g Structure assessments to provide the data needed to “tell stories” (SASPA).

Tactic 2C.2h Establish consistent and systematic means of collecting feedback and assessing services, facilities, processes, etc. to improve facilities, services and programs (BC).

Tactic 2C.2i Assess the number of presentations given to the WMU community about Student Conduct Code and Academic Integrity and improve the percentage of students who indicate an accurate understanding (OSC).

Strategy 2C.3 Analyze, evaluate and report on existing assessment data.

Tactic 2C.3a Develop division-wide format and structure for assessment reports – Impact Stories (SASPA).

Tactic 2C.3b Complete department Program Review (self-study and external review) (SRC).

Tactic 2C.3c Analyze usage and participation as it relates to University recruitment and retention (SRC).

Tactic 2C.3d Share assessment results and outcomes in a timely manner with Enrollment Management and University Relations (SASPA).

Tactic 2C.3e Analyze data from pilot use of CollegiateLink and Experience WMU (SRC).

Tactic 2C.3f Use 2015 orientation feedback to improve 2016 parent and family orientation program to better meet the needs of incoming families (Parent and Family Programs).

Tactic 2C.3g Ensure administrators and department heads have up to date and pertinent financial information (Student Affairs Operations).

Tactic 2C.3h Increase utilization and sharing of the WMU NCHA data (SHC)

Tactic 2C.3i Complete department program review and report on findings (OSC)

Tactic 2C.3j Share the “story” of the impact of WMU’s residential learning communities (Res Life)
Strategy 2C.4 Align Student Affairs priorities with University mission and goals, particularly those that support student recruitment, retention, success and degree completion.

Tactic 2C.4a Integrate Student Affairs strategic goals, objectives, strategies and tactics into the Enrollment Management Plan (SASPA).

Tactic 2C.4b WMU SP

Tactic 2C.4c Design presentations for parents and families with relevant and progressively more detailed messages tailored to meet the needs of each specific audience within the recruitment cycle (Parent and Family Programs).

Tactic 2C.4d Participate in larger off-campus high school college fairs and provide parent and family information to Admissions for distribution within their territories (Parent and Family Programs).

Tactic 2C.4e Solidify department organization, staffing and responsibilities to create more consistent and effective service level (Student Affairs Operations).

Tactic 2C.4f Provide space for an additional in-hall tutoring center, the Math and Sciences center (Res Life)

Tactic 2C.4g Collaborate with the College of Arts and Sciences to pilot using R1 R2 data to better support students in the transition to WMU (Res Life)

Tactic 2C.4h Establish partnerships with WMU Medical School (SHC)

Strategy 2C.5 Innovatively communicate and market programs, services and assessment outcomes to a variety of constituents in a compelling manner.

Tactic 2C.5a CollegiateLink will become a true student portal, used by the majority of students and that includes all student activities (SALP, RSO Development and Leadership Programs).

Tactic 2C.5b Develop targeted communication to general membership of the Fraternity and Sorority Life community (SALP, Fraternity and Sorority Life).

Tactic 2C.5c Pilot use of CollegiateLink and Experience WMU to advertise Fitness Programs (University Recreation).

Tactic 2C.5d Engage Stone Soup Creative to assist with development of division-wide graphic elements and provide recommendations for telling the Student Affairs story (SASPA).

Tactic 2C.5e Purchase Canva Infographic tool for divisionwide use (SASPA).

Tactic 2C.5f Align division and department recruitment marketing plans with the Enrollment Management Plan (SASPA, All Departments).

Tactic 2C.5g Develop a coordinated social marketing campaign regarding alcohol use (Health and Wellness Goal Team).

Tactic 2C.5h Convey relevant information in the WMU Family Connection e-communications regarding various services, such as advising, counseling and
academic support at pertinent times of the years (PFP).

**Tactic 2C.5i** Utilize Apply Yourself to access parent and family email addresses and create intentional messages to send out upon student admittance and at key points during the senior year of high school (PFP).

**Tactic 2C.5j** Develop a series of free webinars that focus on specific topics for family members to participate in or to access afterward via the website (PFP).

**Tactic 2C.5k** Expand the monthly WMU Family Connection e-communications to include more comprehensive information for families with upper-level students (PFP).

**Tactic 2C.5l** Move Parent and Family website into the new content management system (PFP).

**Tactic 2C.5m** Update Parent and Family Programs Facebook page weekly with useful information to increase followers and visibility (PFP).

**Tactic 2C.5n** Improve and expand the Student Affairs Strategic Planning and Assessment web page (SASPA).

**Tactic 2C.5o** Share assessment outcomes and results with an annual Impact Report (SASPA).

**Tactic 2C.5p** Determine the marketing and advertising needs for the Valley Dining Center (DS Marketing Team).

**Tactic 2C.5q** Develop a consistent violence prevention message and campus-wide communication plan regarding sexual violence resources that includes on and off campus resources (Health Promotion and Education, SHC Health Promotion).

**Tactic 2C.5r** Pilot expanded use of CollegiateLink and Experience WMU with certified peer educator training and Western HEROES bystander intervention training (SHC Health Promotion).

**Tactic 2C.5s** Review, evaluate and implement marketing efforts to increase SRC participation and membership (SRC).

**Objective 2D:** Seek out and develop resources that further the mission of Student Affairs programs and services.

**Strategy 2D.1** Seek supplemental funding for key programs.

**Tactic 2D.1a** Seek supplemental funding to prevent stagnation of key programs and create capacity for growth (SALP, Leadership Programs and Campus Activities).

**Tactic 2D.1b** Develop new positions to support new initiatives (SALP).

**Tactic 2D.1c** Serve on University committees representing Student Affairs interests and engage in community programs to positively promote WMU and Student Affairs (Student Affairs Operations).

**Tactic 2D.1d** Seek grant funding for violence prevention (SHC).
Tactic 2D.1e Seek sustainable model for Western HEROES bystander intervention program (SHC).

Strategy 2D.2 Research new technologies, processes and services

Tactic 2D.2a Finalize implementation of RMS (IT).
Tactic 2D.2b Review HIPAA security policy and implement improvements (IT).
Tactic 2D.2c Upgrade servers and security systems (IT).

GOAL 3 ENCOURAGE HEALTHY, ETHICAL AND RESPONSIBLE BEHAVIOR

Objective 3A: Develop students’ health and wellness knowledge, awareness and associated behaviors.

Strategy 3A.1 Increase health-related protective factors (e.g. flu vaccination, coping skills, health care).

Tactic 3A.1a Offer skill building training sessions (Sindecuse Health Center).
Tactic 3A.1b Promote healthy eating behavior and nutrition counseling utilization (SHC).
Tactic 3A.1c Increase condom use rates among sexually-active students (SHC).

Strategy 3A.2 Develop a campus-wide resiliency program (Health and Wellness Goal Team).

Strategy 3A.3 Expand alcohol risk reduction efforts for students turning 21 and their parents, families and friends (Health and Wellness Goal Team).

Strategy 3A.4 Promote a wide variety of campus resources through the student conduct process (Student Conduct).

Strategy 3A.5 Improve utilization of mental health resources.

Tactic 3A.5a Evaluate the process and outcomes regarding the student concern form submissions (Counseling, Sindecuse).
Tactic 3A.5b Identify barriers to seeking treatment among students (SHC, Counseling).
Tactic 3A.5c Increase utilization of group counseling (SHC, Counseling).

Strategy 3A.6 Create a self-care wellness station and self-care videos (SHC).

Tactic 3A.6a Host the Invisible Need Project in Student Affairs office space (PFP, Res Life).
Objective 3B: Assist students in developing skills that allow them to engage in authentic, ethical connections.

**Strategy 3B.1** Develop an ethical decision making course as a sanction option for students (OSC).

Objective 3C: Develop, implement and improve violence prevention and response programs and services.

**Strategy 3C.1** Increase help-seeking behavior for students who have experienced sexual violence (Health and Wellness Goal Team).

**Strategy 3C.2** Evaluate online education program for students regarding sexual violence (Health and Wellness Goal Team).

**Strategy 3C.3** Develop, implement and evaluate a campus-wide train-the-trainer program for Western H.E.R.O.E.S.

**Tactic 3C.3a** Update health promotion programs to incorporate recent changes in Title IX, VAWA and WMU sexual misconduct policy (SHC, Health Promotion).

Objective 3D: Support employee health and wellness

**Strategy 3D.1** Implement new Employee Wellness Program (SRC).

**Strategy 3D.2** Establish a proper and sustainable model for employee wellness program and funding (SRC).
All departments in Student Affairs work to promote student learning and to appropriately satisfy the needs of a diverse student population. The mission of some departments is more service-oriented, and, therefore, these departments may focus more assessment on student satisfaction, frequency of

## Student Affairs Outcomes

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>DOMAINS</th>
</tr>
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<tbody>
<tr>
<td><strong>Personal Competence</strong></td>
<td>🕐 Realistic self-appraisal</td>
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<tr>
<td></td>
<td>🍉 Personal wellness</td>
</tr>
<tr>
<td></td>
<td>🌾 Resiliency</td>
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<td>🌹 Reflective thinking</td>
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<td>🌳 Critical thinking</td>
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<td></td>
<td>🌿 Creative thinking</td>
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<td></td>
<td>🌷 Inquiry and analysis</td>
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<td></td>
<td>🌿 Integrative learning</td>
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<tr>
<td><strong>Interpersonal Competence</strong></td>
<td>🌼 Ability to influence others</td>
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<tr>
<td></td>
<td>🛠️ Teamwork/Collaboration</td>
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<td>🏅 Leadership</td>
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<td>🙏 Conflict resolution</td>
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<td><strong>Social Responsibility</strong></td>
<td>🌹 Civic engagement</td>
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<td>🎿 Social justice advocacy</td>
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<td>🐐 Ethical reasoning</td>
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<td>🌼 Adaptability/Flexibility</td>
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<td>🌼 Intercultural competence</td>
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<td>🌼 Global perspective</td>
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<td></td>
<td>🌼 Civic engagement</td>
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<td></td>
<td>🎿 Social justice advocacy</td>
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<td></td>
<td>🐐 Ethical reasoning</td>
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<td>🌼 Adaptability/Flexibility</td>
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<td></td>
<td>🌼 Intercultural competence</td>
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<td>🌼 Global perspective</td>
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</table>
LEARNING AND OPERATIONAL OUTCOMES

use of services and facilities, revenue generation, etc. Other departments have as an integral part of their mission to enhance and develop student learning and, therefore, may focus more of their assessment on student learning goals and outcomes. The Learning Outcomes and Operational Outcomes Framework informs the development of division, department, program and activity outcomes and assessment. For the definitions and theoretical foundations for each of the domains and outcomes, see Appendix D.

<table>
<thead>
<tr>
<th>Student Affairs Outcomes</th>
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<tr>
<td><strong>OPERATIONAL OUTCOMES</strong></td>
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<td>Planning</td>
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</table>
Assessment is an important and integral component of the strategic planning process. Departments in Student Affairs use assessment as a means of continuous improvement of programs, services and policies. In Student Affairs, we use assessment to understand student satisfaction, know and understand what our students and other constituents are learning, hold ourselves accountable to the University and our students, and demonstrate Division and Department effectiveness.

Annually, each department uses various assessment methods to ascertain learning outcomes for students as well as quality of service. Department heads provide this information to the Vice President of Student Affairs along with reports detailing the assessment results and outlining changes implemented. Assessment results are discussed at staff meetings and are used to inform strategic planning and goal-setting in Student Affairs.
The strategic planning process in Student Affairs is continuous. In early the early 2000s, members of the Leadership Team in Student Affairs developed a set of Ten Key Actions to guide the work and decision-making of departments within Student Affairs. Concurrently, several departments worked intentionally and collaboratively to design an Integrated Budget and Planning process to identify resources and target their use for strategic priorities. In 2004, a comprehensive approach to assessment was introduced and adopted, further enhancing strategic decision-making within the division. In 2005, the Leadership Team developed three Strategic Priorities to guide planning and decision-making in Student Affairs, each with a set of metrics for assessment. These priorities were discussed and reviewed within departments and by members of the Leadership Team in Student Affairs and utilized as an ongoing part of the division’s planning process. These three priorities were reaffirmed in the 2007-2010 Strategic Plan for Student Affairs.

In December 2010, the Leadership Team engaged in an all-day workshop to further develop
the Student Affairs Strategic Plan. The team clarified the division’s mission and vision and discussed and developed core values. In February and May of 2011, the Leadership Team developed and clarified Strategic Priorities to guide the division’s work. In the summer of 2011, the Steering Committee and Strategy Teams were developed and the division focused on developing plans to transform the strategic objectives into actions with associated assessment measures.

Since 2010, the division has adopted a practice of meeting each May and December to review progress toward strategic goals and make decisions using assessment evidence for upcoming goals and planning. In the fall of 2013, the Steering Committee began work to expand the existing Integrated Planning and Budgeting model utilized by the Fund 41 departments of the division to include all departments within Student Affairs. In the fall of 2015, we began Data Dialogues, conversations between the Leadership Team, Assessment Committee, and Marketing Team about assessment projects and results.

A Program Review cycle was also implemented in 2010 and enhances the division’s assessment and strategic planning efforts. Departments not included in the program review cycle are already reviewed as part of their ongoing accreditation requirements. The Student Affairs Program Review process is consistent with the University Student Support Unit Program Review process. A web site for strategic planning and assessment was developed in the summer of 2014 and provides information on the division’s strategic planning process.

Student Affairs strives to operate within a culture of evidence. We recognize that the process is evolutionary and make every effort to identify our accomplishments and track progress, while simultaneously continuing to build capacity by engaging in continuous improvement, both organizationally and in individual competence development. The next iteration of the Student Affairs Strategic Plan (2016–2020) will reflect that evolution.
## Appendix A: Terminology and Definitions

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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</thead>
<tbody>
<tr>
<td>Vision</td>
<td>Defines and describes the future situation that we wish to achieve in order to guide and encourage the Division as a whole to reach the desirable state. The vision is the response to the question: What do we want our organization to be?</td>
</tr>
<tr>
<td>Mission</td>
<td>Global statement about the fundamental purpose of the department.</td>
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<tr>
<td>Goal</td>
<td>Broad statement directly related to the mission that provides direction for the long term. May be accomplished, but never completed.</td>
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<tr>
<td>Objective</td>
<td>A focused statement concerning an action that contributes to the overall accomplishment of a goal. They are to be accomplished and may or may not be completed, e.g., they may represent something that is done repetitively or they may represent a fixed-time effort. Multiple objectives may be written for a goal. An objective may be a one year initiative or something that takes many years to accomplish. Objectives are SMART (specific, measurable, attainable, relevant and time-bound).</td>
</tr>
<tr>
<td>Strategy</td>
<td>The specific method designed to accomplish the objective(s). Short-term and subject to modification and change.</td>
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<tr>
<td>Tactic</td>
<td>Even more specific activities designed to achieve strategies.</td>
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<tr>
<td>Outcome</td>
<td>Intended change as a result of program, service or activity.</td>
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<td><strong>Operational Outcome:</strong> Address regular operational or procedural tasks; direct and indirect effects on stakeholders.</td>
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<td></td>
<td><strong>Learning Outcome:</strong> The knowledge, skills, attitudes and behaviors that constituents take with them from a learning experience. What constituents will be able to know and do as a result of participation.</td>
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<tr>
<td>Target</td>
<td>What is the target for success? How well should constituents perform? What performance do we want to see? Where are we now and where are we headed if we are improving? This is most often described in terms of a number or % goal and/or an increase from one number or percent to an identified new target number. It can also be described in terms of a financial goal (i.e. reduce cost of services from $10 to $5).</td>
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<tr>
<td>Assessment Method</td>
<td>The choice of method (and associated instruments) should be determined by the purpose of the assessment. Assessments can be qualitative or quantitative, direct or indirect, formative or summative, longitudinal, etc.</td>
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<tr>
<td>Assessment Measurement (Instrument)</td>
<td>The assessment measurement is the tool that will be used, based on the assessment method selected, to collect the data. Examples of instruments include online or paper-and-pencil surveys (locally developed or normed by another researcher), focus group or interview questionnaires or protocols, and rubrics.</td>
</tr>
<tr>
<td>Action Plan</td>
<td>Detailed description of items involved in achieving the strategies and objectives. Action plans break strategies into manageable parts for coordinated implementation. Task specification includes staff assignments, material resource allocations, and schedules for completion. Action plans also specify cost and expenditure information.</td>
</tr>
<tr>
<td>Assessment Results</td>
<td>Shared back from department to divisional level. Decisions on change and improvement made at department and divisional level. Resources allocated appropriately.</td>
</tr>
<tr>
<td>Program Review</td>
<td>Program Review is a collaborative process that allows the department to focus not only on the stated mission and goals, but also on how well we are accomplishing those goals by measuring efficiency, effectiveness, satisfaction, resource allocation, learning outcomes and other items. The resulting self-study and external review forms the basis for the action plan for change and improvement. Program Review is one component of the Strategic Planning and Assessment initiatives in Student Affairs and utilizes the evidence obtained through department goal-setting and assessment. Non-accredited departments engage in comprehensive Program Review every five to seven years; accredited departments engage in review on the cycle determined by accreditors.</td>
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## Appendix B: Program Review Schedule

<table>
<thead>
<tr>
<th>Department</th>
<th>Fall 2010</th>
<th>Spring 2011</th>
<th>Fall 2011</th>
<th>Spring 2012</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
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<td>Career and Student Employment</td>
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<td>Children’s Place Learning Center</td>
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<td>Annual Report NAEYC</td>
<td>Licensing Annual Report NAEYC</td>
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<td>Self Study NAEYC</td>
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<tr>
<td>Residence Life</td>
<td>Self-study</td>
<td>External Review</td>
<td>Action Planning / Report due to DOSA</td>
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<td>Sindicuse Health Center</td>
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<td>Student Activities and Leadership Programs</td>
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<td>Self-study</td>
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<tr>
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<td>Self-study</td>
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<th>Department</th>
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<th>Fall 2015</th>
<th>Spring 2016</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
<th>Fall 2017</th>
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<td>Self-study</td>
<td>External review</td>
<td>Report due DOSA</td>
<td>Action planning</td>
<td>Report due WMU</td>
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<tr>
<td>Student Affairs Operations*</td>
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<tr>
<td>Career and Student Employment</td>
<td></td>
<td></td>
<td>Self-study</td>
<td>External review</td>
<td>Report due DOSA</td>
<td>Action planning</td>
<td>Report due WMU</td>
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<tr>
<td>Children’s Place Learning Center</td>
<td>Licensing external review NAEYC</td>
<td>External review NAEYC, self-study, STARS external review, PQA</td>
<td>Licensing, External review, Annual report, NAEYC, External review, PQA</td>
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<tr>
<td>Dining Services</td>
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<td>Self-study</td>
<td>External review</td>
<td>Action planning</td>
<td>Report due DOSA/WMU</td>
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<td>External review</td>
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<td>Action planning</td>
<td>Report due WMU</td>
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<td>Residence Life</td>
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<td>External review</td>
<td>Action planning</td>
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<tr>
<td>Student Activities and Leadership Programs</td>
<td>External Review</td>
<td>Action Planning / Report due to DOSA</td>
<td>Beta test WMU SSUPR process</td>
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<td>Self-study</td>
<td>Self-study</td>
<td>External Review</td>
<td>Beta test WMU SSUPR/Report due (DOSA)</td>
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<td>Report due WMU</td>
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<tr>
<td>University Recreation</td>
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<td>Self-study</td>
<td>Self-study</td>
<td>External Review</td>
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<td>Report due WMU</td>
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## Appendix C: Learning and Operational Outcomes

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Learning Domains</th>
<th>Definition</th>
<th>Grounding/Foundation*</th>
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</thead>
<tbody>
<tr>
<td><strong>Personal Competence</strong></td>
<td>Realistic self-appraisal</td>
<td>Being aware of the beliefs, values, attitudes and emotions that motivate one to take action as well as identifying personal strengths and areas for improvement.</td>
<td>AAC&amp;U LEAP: Critical and creative thinking, personal responsibility, communication skills, problem-solving, integrative and applied learning. Knowledge of human cultures.</td>
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<td></td>
<td>Personal wellness</td>
<td>Making lifelong healthy choices and the ability to learn and apply skills to meet one’s own physical, nutritional and emotional needs.</td>
<td>CAS: Enhanced self-esteem, realistic self-appraisal, appreciating diversity, spiritual awareness.</td>
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<td></td>
<td>Resiliency</td>
<td>Recovers quickly from setbacks, and finds alternative ways to reach goals or targets. The ability to become strong, healthy, or successful again after something bad happens. Resists pressure to make quick decisions where full consideration is needed.</td>
<td>NASPA/ACPA Learning Reconsidered: Cognitive complexity, knowledge acquisition and integration, creativity, leadership development, healthy behavior, independence.</td>
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<tr>
<td></td>
<td>Reflective thinking</td>
<td>Active, persistent and careful consideration of any belief or form of knowledge in the light of the grounds that support it and the likely conclusion.</td>
<td>NACE skills: Problem-solving skills, strong work ethic, organizational ability, leadership, initiative.</td>
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<tr>
<td></td>
<td>Critical thinking</td>
<td>Ability to analyze carefully and logically before accepting or formulating an opinion or conclusion.</td>
<td>Wellness Wheel.</td>
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<tr>
<td></td>
<td>Creative thinking</td>
<td>The capacity to combine or synthesize existing ideas in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking and risk taking.</td>
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<tr>
<td>Personal Competence</td>
<td>Inquiry and analysis</td>
<td>Systematic process of exploring issues through the collection and analysis of evidence that result in informed conclusions.</td>
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<td></td>
<td>Integrative learning</td>
<td>Making connections among ideas and experiences and synthesizing and transferring learning to new, complex situations.</td>
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<td></td>
<td>Oral communication</td>
<td>Ability to effectively present information in one-on-one and group settings.</td>
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<td></td>
<td>Listening</td>
<td>Being attentive when others are speaking, hearing and processing information, and attending to non-verbal cues.</td>
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<td></td>
<td>Problem solving</td>
<td>Process of designing, evaluating and implementing a strategy to answer an open-ended question or achieve a desired goal.</td>
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<td></td>
<td>Effective decision-making</td>
<td>Making timely decisions on the basis of thorough assessment of the short and long term effects, recognizing the political and ethical implications, and being able to identify those affected by the decisions.</td>
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<td></td>
<td>Cultural competence</td>
<td>Knowledge, skills and attitudes that support effective and appropriate interaction in a variety of cultural contexts. Ability to recognize the origins and influences of one’s own cultural heritage along with its limitations and the curiosity to learn respectfully about the cultural diversity of others.</td>
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<td></td>
<td>Career exploration and development</td>
<td>Process in which individual chooses an educational path or training or a job which fits their interests, skills and abilities.</td>
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<td></td>
<td>Specific competency (personal)</td>
<td>Some competencies are very specific to the knowledge and skills associated with the department or activity. Use this category for those and then outline the specific information at the Item and Criteria level.</td>
<td></td>
</tr>
<tr>
<td>Interpersonal Competence</td>
<td>Ability to influence others</td>
<td>Teamwork/Collaboration</td>
<td>Leadership</td>
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<td></td>
<td>Being able to persuade others and reach an agreement; employing skills of listening, negotiating, tactful statement of own ideas.</td>
<td>Working with others towards a common purpose; multiplying group effectiveness by capitalizing on the multiple talents and perspectives of each member and on the power of diversity to generate creative solutions and actions.</td>
<td>Skills, abilities, knowledge and style associated with a value-based ability to engage with others to enact positive change and/or accomplish a goal.</td>
</tr>
</tbody>
</table>

AAC&U LEAP: Teamwork, knowledge of human cultures.

CAS: Collaboration, appreciating diversity, spiritual awareness.

NASPA/ACPA Learning Reconsidered: Career choices.

NACE skills: Flexibility, adaptability, ability to work in a team, detail-oriented, interpersonal skills.

Wellness Wheel.
<table>
<thead>
<tr>
<th><strong>Interpersonal Competence</strong></th>
<th><strong>Intercultural Competence</strong></th>
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<tbody>
<tr>
<td>Knowledge, attitudes and skills that support effective and appropriate interaction in a variety of contexts. Ability to understand differences including, but not limited to, gender, race, ethnicity, religion/spirituality, ability/disability, sexual orientation/identity, class, age, educational level, size/appearance, use of English or other languages, marital/parental status, US born/foreign born, and broader cultural differences.</td>
<td></td>
</tr>
<tr>
<td>Some competencies are very specific to the knowledge and skills associated with the department or activity. Use this category for those and then outline the specific information at the Item and Criteria level.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Social Responsibility</strong></th>
<th><strong>Civic engagement</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Working to make a difference in the civic life of our communities and promoting the quality of life in a community.</td>
<td></td>
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<table>
<thead>
<tr>
<th><strong>Social justice advocacy</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actively working towards fairness, impartiality, inclusion and equality while addressing systematic social and environmental issues.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Ethical reasoning</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reasoning about right and wrong human conduct, assessing your own ethical values and the social context of problems, recognizing ethical issues in a variety of settings, thinking about how different ethical perspectives might be applied to ethical dilemmas and considering the ramifications of alternative actions.</td>
</tr>
</tbody>
</table>

| **AAC&U/LEAP**: Ethical reasoning, civic knowledge and competence, social responsibility. Knowledge of human cultures. |
| **CAS**: Social responsibility, appreciating diversity, spiritual awareness. |
| **NASPA/ACPA Learning Reconsidered**: Civic engagement. |

**Wellness Wheel**
Global perspective

Critical analysis of and engagement with complex, interdependent global systems and legacies and their implications for people’s lives and the earth’s sustainability. Analyzing and understanding the interconnectedness of global and local concerns and operating with civility in a complex social world.

Specific competency (Social Responsibility)

Some competencies are very specific to the knowledge and skills associated with the department or activity. Use this category for those and then outline the specific information at the Item and Criteria level.

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Philosophical Framework and Theoretical Foundation

Sources for Grounding/Foundation for Learning Outcomes Framework:

- Association of American Colleges and Universities (AAC&U) & Liberal Education and America’s Promise (LEAP)
- AAC&U Value Rubrics
- National Association of Student Personnel Administrators (NASPA) & American College Personnel Association (ACP
- National Association of Colleges and Employers (NACE)
- The Bases of Competence: Skills for Lifelong Learning and Employability (Evers, Rush & Berdrow, 1998)
- Social Change Model of Leadership Development
- The Wellness Wheel
- Gallup StrengthsFinder
- Student Development Theories:
  - Baxter-Magolda (self-authorship)
  - Chickering (Identity development/ 7vectors)
  - Astin (involvement theory)
  - Schlossberg (transition)
  - Josselson (identity development in women)
  - Cross, Helms, Phinney (racial identity development)
  - Cass Du’Augelli (gay, lesbian and bisexual identity development)
  - Renn, Bilodeau (transgender identity development)
  - Butler, Creed, Feinberg, Halberstam (gender non-conforming identity development)
  - Perry, Belenky, Clinchy, Goldberger (cognitive/structural intellectual and ethical development)
  - Baxter-Magolda, King, Kichener (reflective thinking and judgment)
  - Kohlberg, Rest and Gilligan (moral development)
The Student Affairs Strategic Plan is a collaborative planning effort of the Student Affairs Leadership team, Steering Committee, Assessment Committee and Marketing team.

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