Experience **GOLD**

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WESTERN MICHIGAN UNIVERSITY
Student Affairs

2020 STUDENT AFFAIRS STRATEGIC PLAN

Experience GOLD

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 help students Experience Gold by
(1) cultivating learning and development;
(2) enhancing infrastructure to provide excellent learning and service; and
(3) encouraging healthy, ethical, and responsible behavior. The objectives in our Strategic Plan 2020 are centered on our mission - to foster involvement, growth, and development in safe, healthy, and inclusive communities. In all that we do, we keep students at the center.

The Student Affairs Strategic Plan 2020 incorporates strategic priorities from across the division. Detailed Action Plans (including success indicators and outcomes, measurement of progress, timelines and resource allocation) are developed by designated student affairs staff and progress is reported at mid-year and in an annual Outcomes Report each summer. In addition, each department in the division has their own strategic plan that guides their work in keeping with their mission. The plan allows us to work together responsibly and collaboratively to create responsive programs and policies that serve students and other stakeholders.

The Student Affairs Strategic Plan is our way to help students **Experience Gold**.

Yours in Service,

Diane K. Anderson

Dr. Diane K. Anderson
Vice President for Student Affairs

VISION

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

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.

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.

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.

CORE VALUES

- Responsible and Ethical Decision-making
- Proactive, Innovative, and Responsive Programs and Policies
- Collaboration and Communication
- Effective Planning and Use of Resources

VISION

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

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:
Create a safe, nurturing environment that respects the individual, promotes developmental growth of children and WMU students, and supports a culturally diverse community of learners.

Goal Areas:
1. High quality, affordable early childhood education
2. Intentional learning experiences
3. Mentoring future teachers

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
(BUSINESS OPERATIONS, MARKETING, FACILITIES, INFORMATION TECHNOLOGY, PLANNING AND ASSESSMENT)

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

Goal Areas:
1. Core operational services
2. Liasons 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. Empower campus to be healthy and active through dynamic programs and services
2. Efficient operations
3. Job skill development
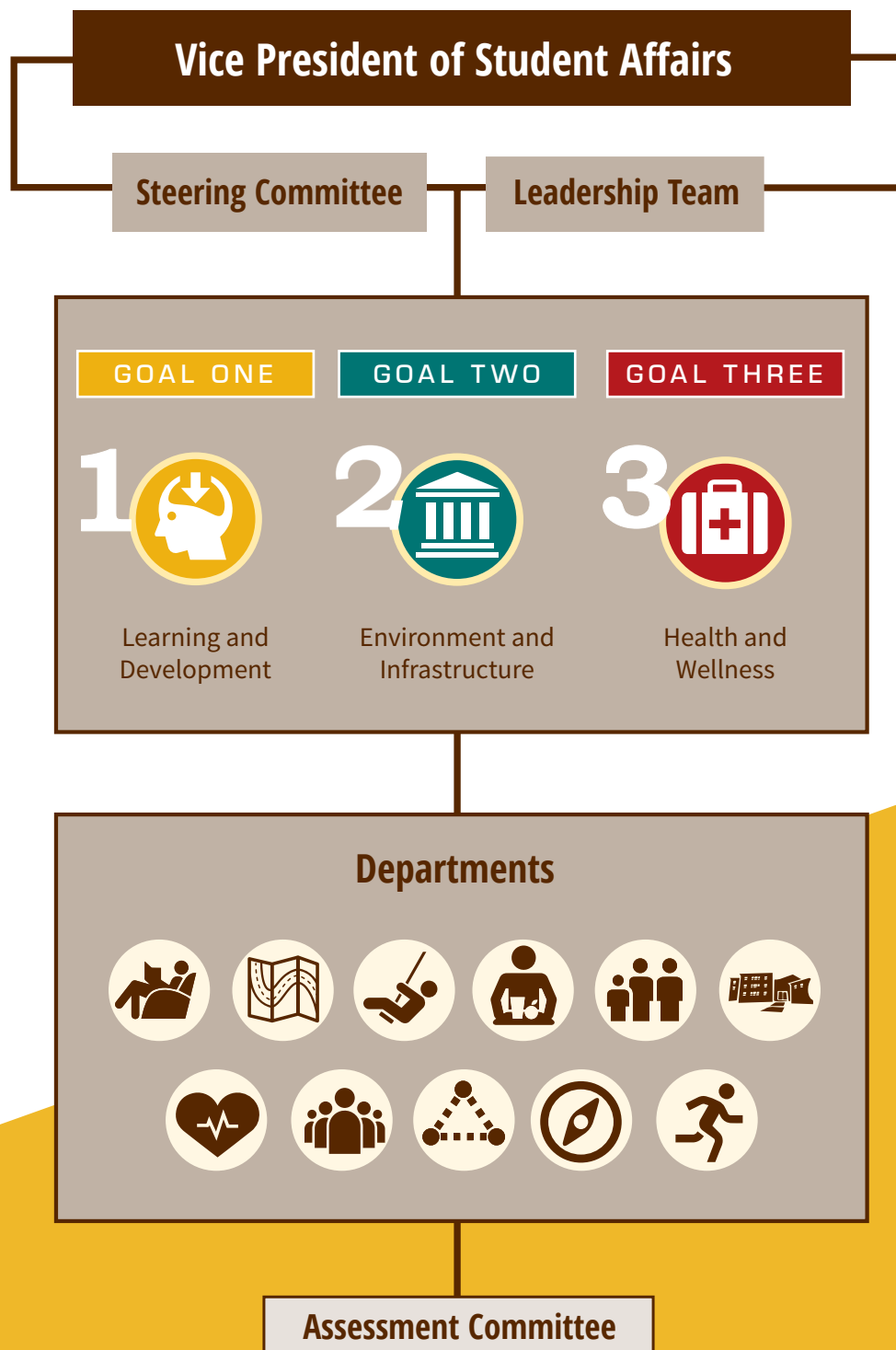
TURNING GOALS AND OBJECTIVES INTO ACTION

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 they also lead departmental strategic planning initiatives. Dr. Anderson chairs a **Steering Committee** to ensure that the Strategic Plan moves forward. Staff from across the division 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 in Student Affairs.
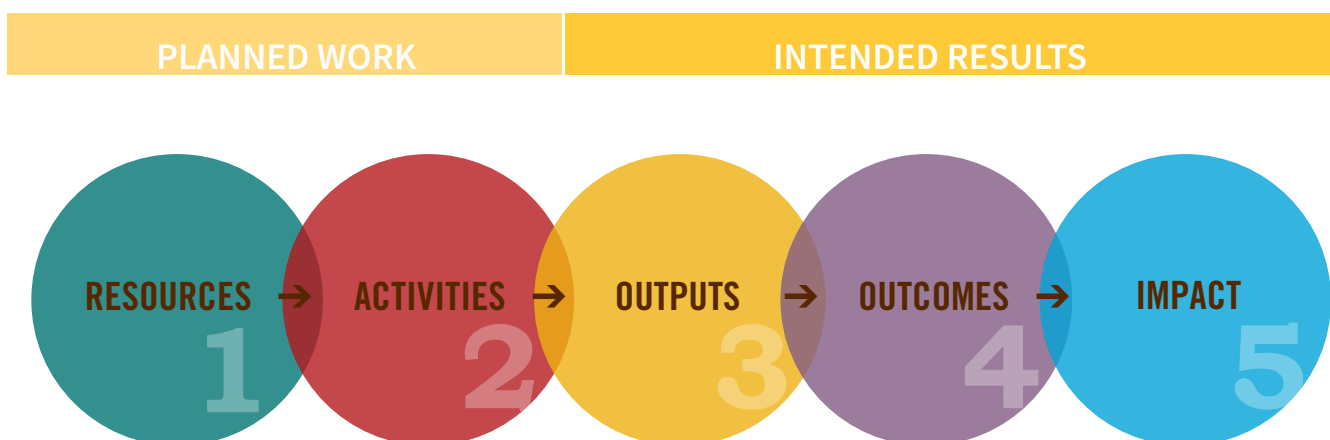
STUDENT AFFAIRS PLANNING AND ASSESSMENT STRUCTURE

Vice President of Student Affairs

Steering Committee

Leadership Team

GOAL ONE	GOAL TWO	GOAL THREE
1	2	3
Learning and Development	Environment and Infrastructure	Health and Wellness

Departments

Assessment Committee

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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 and strategies 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 designated leader who is responsible for outlining the action plans to turn each strategy into reality. Most of the action plans are inter-departmental and membership of the teams includes constituents from across Student Affairs as well as those from other campus areas. Action plans include resources, inputs, activities and a timeline, outputs, outcomes, impact and assessment methods and measures. Each department in Student Affairs has a detailed strategic plan that includes the goals, objectives, strategies and assessment measures for their unit.

PLANNED WORK   **INTENDED RESULTS**

RESOURCES → ACTIVITIES → OUTPUTS → OUTCOMES → IMPACT

1   2   3   4   5

1

CULTIVATE LEARNING AND DEVELOPMENT

Objective 1A: **WMU students are engaged and involved.**

Strategy 1A.1: Expand the utilization of the Collegiatelink CampusLabs platform and associated swipe card technology.

Strategy 1A.2: Implement the WMU Signature Program.

Objective 1B: **Students and staff engage in meaningful learning that leads to competency development.**

Strategy 1B.1: Incorporate the Student Affairs Learning and Operational Outcomes Framework into all Student Affairs Department planning and programming.

Strategy 1B.2: Develop and implement a plan for staff in the division to engage in international learning and professional development experiences.

Strategy 1B.3: Develop student employee skills and competencies.

Objective 1C: **Staff and students are recognized and rewarded for their positive contributions, growth, and development.**

Strategy 1C.1: Develop a meaningful reward and recognition program for student affairs employees.

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

Objective 2A: **The development and maintenance of high quality facilities supports student engagement, retention, and degree completion.**

Strategy 2A.1: Enhance living environments through the residential neighborhood concept outlined in Plan 2020.

Strategy 2A.2: Provide a user friendly and customer service oriented Bernhard Center facility that supports programs and events for students, faculty, staff, alumni and guests.

Strategy 2A.3: Plan and implement a self-sustaining, award-winning student center known for its vibrancy, responsiveness and aesthetic appeal.

Objective 2B: **A welcoming, supportive, and safe environment supports a diverse population.**

Strategy 2B.1: Integrate risk management practices into division and department planning, programs and services.

Strategy 2B.2: Review current programs and services to evaluate relevance to and support for graduate students.

Strategy 2B.3: Develop a sustainable model for the Invisible Need Project.

Objective 2C: **The evidence-based outcomes and impact of student affairs programs and services is shared engagingly and routinely with a wide variety of constituents.**

Strategy 2C.1: Implement division-wide format and structure for assessment outcomes and impact stories.

Strategy 2C.2: Using student affairs assessment data, report to the University on student affairs contributions to and progress toward improved recruitment, retention and engagement priorities.

Objective 2D: **Mission driven alternative resource sources are explored and pursued.**

Strategy 2D.1: Explore alternative funding sources.

PLAN 2020
GOALS, OBJECTIVES AND STRATEGIES

3

GOAL THREE

ENCOURAGE HEALTHY, ETHICAL AND RESPONSIBLE BEHAVIOR

Objective 3A: **Students develop health and wellness knowledge, awareness, and associated behaviors.**

Strategy 3A: Continue implementation of priorities as outlined in Healthy Campus 2020: Mental health, alcohol and other drugs, and violence prevention.

Objective 3B: **Students develop meaningful, authentic, ethical connections in diverse local and global communities.**

Strategy 1D.1: Ensure the implementation of diversity, inclusion and intercultural competence initiatives in department strategic plans, programs, policies, and services.

Objective 3C: **Employee health, wellness, and self-care is prioritized and valued.**

Strategy 3C.1: Promote and improve the wellness of the campus community, empowering each employee to adopt and maintain healthy behaviors, through implementation of the Western Wellness Program.

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 use of services and facilities, revenue generation, etc. Other departments have as an integral part of their mission to enhance and develop

Student Affairs Learning Outcomes

LEARNING OUTCOMES	DOMAINS
Personal Competence	● Realistic self-appraisal ● Oral communication ● Personal wellness ● Listening ● Resiliency ● Problem solving ● Reflective thinking ● Effective decision-making ● Critical thinking ● Cultural competence ● Creative thinking ● Career exploration and development ● Inquiry and analysis ● Integrative learning
Interpersonal Competence	● Ability to influence others ● Adaptability/Flexibility ● Intercultural competence ● Teamwork/Collaboration ● Leadership ● Conflict resolution
Social Responsibility	● Civic engagement ● Global perspective ● Social justice advocacy ● Ethical reasoning

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.

Student Affairs Operational Outcomes

Quality Outcome	Program, personnel, and student performance profiles from: criterion-based indicators, surveys, adherence to established norms, self-assessments, performance rubrics, implementation fidelity (vital behaviors), etc.
Quantity Outcome	Program, personnel, and student performance status from: raw scores mean/median/mode, percentile rankings, standard scores, percent of total, participation numbers and involvement numbers, etc.
Fiscal Outcome	Revenue and expense trends by category; revenue/ expense comparisons with peers; fiscal resource allocations and reallocations; cost/ benefit analyses, etc.
Facility and Infrastructure Outcome	Resource allocation and reallocation trends and patterns; completion of capital projects; implementation fidelity, etc.
Growth Outcome	Direction, rate and degree of change in performance status from: any of the above.

Vision	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?
Mission	Global statement about the fundamental purpose of the Division of Student Affairs.
Core Values	Core values are the basis upon which members of the division make decisions, plan strategies, and interact with each other and their stakeholders. A stakeholder is any person or organization that is impacted in some way by the division of student affairs. Core values reflect what is important to student affairs and its members.
Goal	Broad statement directly related to the mission that provides direction for the long term. May be accomplished, but never completed.
Objective	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).
Strategy	The specific method designed to accomplish the objective(s). Bounded timeframe; subject to modification and change with annual review.
Resources/Inputs	The human, financial, and organizational resources available to direct toward doing the work. Who is leading the team? Who is on the team? What will this cost? What other resources are necessary?

Activities	What you are going to do with the resources. Activities are the processes, tools, events, actions, that are an intentional part of the implementation. This section should also include the timeframe for accomplishing the strategy and an articulation of sub-strategy progress points if a multi-year strategy.
Outputs	The direct products of the activities. What will be delivered?
Outcomes	The specific changes as a result of the strategy. Short-term outcomes are attainable within 1 – 3 years and longer-term outcomes may be achievable in 4 – 6 years (the timeframe for achieving the outcome is articulated in Activities, above). There are 2 broad types of outcomes, with sub-categories: Operational Outcomes and Learning Outcomes.
Operational Outcomes	Changes and improvements in quality, efficiency, resource allocation, satisfaction, customer service, and infrastructure improvements.
Learning Outcomes	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.
Intended Impact	The fundamental change – in the long-term- occurring as a result of the strategy. What do we hope to achieve? Why are we doing this? How will students or other constituents benefit?
Assessment Method	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.

Assessment Measure

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.

Outcomes

The specific changes as a result of the strategy – the outcomes that were actually achieved at key points or at the completion of the strategy. Report on the assessment data here.

Impact

Having evaluated the data from the assessment, what impact did the program, activity or strategy have? What learning took place?

Use of Results for Improvement and Change

A description of how the findings from the assessment affected decision-making and planning and what specific action steps were taken as a result.

Appendix B: Department Program Review Schedule

Student Affairs Department	Self-Study	External Review	Action Planning	Report to Leadership Team
Residence Life	Fall 2010	Spring 2011	Fall 2011	
Student Activities and Leadership Programs	2012 - 2013	Spring 2014	Fall 2014	September 2016
Office of Student Conduct	2014 - 2015	Fall 2015	Spring/Summer 2016	October 2016
University Recreation	2014 – 2015	Fall 2015	Spring/Summer 2016	December 2016
Sindecuse Health Center		AACH Accreditation		September 2016
Children's Place Learning Center		Licensing external review NAEYC (spring 2014); external review NAEYC (Spring 2015); STARs external review (Spring 2015)		November 2016
Bernhard Center	Fall 2015	Spring 2016	Summer 2016	November 2016
Parent and Family Programs	Fall 2015	Spring 2016	Summer 2016	November 2016
Career and Student Employment	Spring/Summer/ Fall 2016	Spring 2016	Spring/Summer 2017	April 2017
Residence Life	Spring 2016	Fall 2016	Fall 2016/Spring 2017	April 2017
Dining Services	Summer/Fall 2016	Fall 2017	Spring 2018	Spring 2018
Business Operations, Marketing, IT, and Strategic Planning and Assessment	Fall 2018	Spring 2019	Spring/Summer 2019	Fall 2019

Learning Outcomes	Learning Domains	Definition	Grounding/ Foundation*
Personal Competence	Realistic self-appraisal	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.	AAC&U LEAP: Critical and creative thinking, personal responsibility, communication skills, problem-solving, integrative and applied learning. Knowledge of human cultures.
	Personal wellness	Making lifelong healthy choices and the ability to learn and apply skills to meet one's own physical, nutritional and emotional needs.	CAS: Enhanced self-esteem, realistic self-appraisal, appreciating diversity, spiritual awareness.
	Resiliency	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.	NASPA/ACPA Learning Reconsidered: Cognitive complexity, knowledge acquisition and integration, creativity, leadership development, healthy behavior, independence.
	Reflective thinking	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.	NACE skills: Problem-solving skills, strong work ethic, organizational ability, leadership, initiative.

Wellness Wheel. |
| | Critical thinking | Ability to analyze carefully and logically before accepting or formulating an opinion or conclusion. | |
| | Creative thinking | 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. | |

Personal Competence

| Inquiry and analysis | Systematic process of exploring issues through the collection and analysis of evidence that result in informed conclusions. |

Integrative learning

Making connections among ideas and experiences and synthesizing and transferring learning to new, complex situations.

Oral communication

Ability to effectively present information in one-on-one and group settings.

Listening

Being attentive when others are speaking, hearing and processing information, and attending to non-verbal cues.

Problem solving

Process of designing, evaluating and implementing a strategy to answer an open-ended question or achieve a desired goal.

Effective decision-making

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.

Cultural competence

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.

Career exploration and development

Process in which individual chooses an educational path or training or a job which fits their interests, skills and abilities.

Specific competency (personal)

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.

Interpersonal Competence

Ability to influence others

Being able to persuade others and reach an agreement; employing skills of listening, negotiating, tactful statement of own ideas.

Teamwork/ Collaboration

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.

Leadership

Skills, abilities, knowledge and style associated with a value-based ability to engage with others to enact positive change and/or accomplish a goal.

Conflict resolution

Methods and processes associated with the peaceful resolution of a conflict.

Empathy

"Affective empathy" refers to the sensations and feelings we get in response to others' emotions; this can include mirroring what that person is feeling, or just feeling stressed when we detect another's fear or anxiety. "Cognitive empathy," sometimes called "perspective taking," refers to our ability to identify and understand other peoples' emotions.

Adaptability/ Flexibility

Responds positively to change, embracing and using new practices or values to accomplish goals and solve problems. Adapts approach, goals and methods to achieve solutions and results in dynamic situations. Copes well and helps others deal with the ongoing demands of change. Manages change in a way that reduces the concern experienced by others. Clarifies priorities when leading change.

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.

| **Interpersonal Competence** | Intercultural competence | 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. | |
| | Specific competency (Interpersonal) | 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. | |

Social Responsibility

Civic engagement

Working to make a difference in the civic life of our communities and promoting the quality of life in a community.

Social justice advocacy

Actively working towards fairness, impartiality, inclusion and equality while addressing systematic social and environmental issues.

Ethical reasoning

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.

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.

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

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 (ACPA)
- 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)

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