

INDIANA UNIVERSITY SOUTH BEND  
OFFICE OF STUDENT AFFAIRS  
THREE-YEAR STRATEGIC PLAN

November 9, 2007

<u>Goals</u>	<u>Strategies</u>	<u>Timeline</u>	<u>Assessment</u>
<b>Enrollment Services</b>			
Provide current, admitted and prospective students with easy access to up-to-date, accurate, self-help information and services.	1. Successful Implementation of SIS <ul style="list-style-type: none"> <li>• Effective, timely training</li> <li>• Business process review</li> <li>• Extra office consulting</li> <li>• Problem Log/Report/Solution</li> </ul>	December 2006 <ul style="list-style-type: none"> <li>• 2005-2006</li> <li>• 2005-2005</li> <li>• 2006-2007</li> <li>• 2006-2007</li> </ul>	We are comfortable with PeopleSoft SIS implementation now but anticipate continuing changes as the next major upgrade is implemented in 2008.
	2. Develop web-based Virtual Student Affairs Offices. <ul style="list-style-type: none"> <li>• Admissions, Scholarships, Student Life</li> <li>• Athletics, Recreation, International Student Services, SASC</li> <li>• Registrar, Financial Aid, Housing</li> </ul>	2004-2005	Completed
		2005-2006	Completed
	3. Integrate enrollment services into one-stop center.	2006-2007 2005-2006	Completed Physical move made but staffing and some service concerns still exist.
Meet Enrollment Management and Diversity Targets	1. Expand recruiting to include southwestern Michigan counties.	2004-2005	Instituted the Chancellor's Merit

			Award – 56 recipients.
	2. Expand recruiting area west to Lake County, east to Lagrange County, and south to Miami County.	2005-2006	No significant changes.
	3. Integrate earlier financial aid and scholarship information with recruiting.	2005-2006	Financial aid estimates sent to all admitted students who have completed financial aid application
	4. Initiate annual college information sessions for Spanish speaking residents of Elkhart and St. Joseph counties.	2004-2005	Achieved
	5. Establish annual international student recruitment trips.	2004-2005	Achieved
	6. Use fee remission and scholarship dollars strategically to encourage desired student enrollment.		
	<ul style="list-style-type: none"> <li>• Analyze current scholarship distribution/conduct needs assessment</li> </ul>	2005-2006	
	<ul style="list-style-type: none"> <li>• Identify appropriate ways to leverage institutional scholarships to enhance recruitment.</li> </ul>	2004-2005	
	<ul style="list-style-type: none"> <li>• Develop and initiate a comprehensive scholarship administration plan to be integrated with fund raising initiative.</li> </ul>	2004-2005	

	<p>7. Expand on-site admission in area high schools.</p> <p>8. Conduct adult specific On Tour sessions.</p> <p>9. Enhance external communications to prospective and admitted students.</p> <ul style="list-style-type: none"> <li>• Automated email communication from academic units, SGA, FAFSA no application pool</li> </ul> <p>10. Involve student leaders in recruiting.</p>	<p>2005-2006</p> <p>2004-2005</p> <p>2004-2005</p> <p>2004-2005</p>	<p>Achieved</p> <p>Not achieved</p> <p>letters generated</p> <p>Not achieved</p>
Enhance data collection, analysis and reporting through IUIE and card-swipe technology.	<p>1. Learn how to use IUIE to access information.</p> <p>2. Define reporting responsibilities.</p> <p>3. Establish appropriate report formats and schedules.</p> <p>4. Assess and adjust reporting formats and schedules.</p> <p>5. Train staff for redundant reporting ability.</p>	<p>2004-2005</p> <p>2004-2005 07/05</p> <p>2006-2007</p> <p>2007-2008</p>	Staff survey
<b><u>Student Life, Athletics and Recreation</u></b>			
Organize administrative structure in unit to draw on new staff talents and skills and identify new personnel needs as necessary to meet expanding program responsibilities of the unit.	<p>1. Change title and duties of Assistant Director, SAC to Director of Athletics and Sports Information.</p> <p>2. Expand men's and women's basketball coaching positions to full-time.</p> <p>3. Build staffing to meet current and future residential life program needs.</p> <ul style="list-style-type: none"> <li>• Director of Residential Life</li> <li>• Asst. Director Housing</li> <li>• Asst. Director Resident Life</li> <li>• Asst. Director Property Mgt.</li> </ul>	<p>2004-2005</p> <p>2005-2006</p> <p>2005-2006</p> <p>2004-2005</p> <p>2005-2006</p> <p>2005-2006</p> <p>2005-2006</p> <p>2006-2007</p>	<p>1. Complete</p> <p>2. Complete- Must commit to rehire Men's position this year</p> <p>3. Planned by others</p> <p>4. Complete in conjunction with #1</p> <p>6. Redirected funding eliminated these pursuits.</p>

	<ul style="list-style-type: none"> <li>• Residential Advisors</li> <li>• Clerical Support (1 CLOC)</li> <li>• Maintenance Staff (2)</li> <li>• Housekeeping Staff (4)</li> </ul> <p>4. Sports Information</p> <ul style="list-style-type: none"> <li>• Define responsibility</li> <li>• Duties assumed by AD</li> <li>• Duties assumed by coaches</li> </ul> <p>6. Graduate Assistantships in Student Services</p> <ul style="list-style-type: none"> <li>• Define, secure funding and agreements with external graduate programs and implement.</li> </ul>	<p>2006-2007 2006-2007 2006-2007 2005-2006</p> <p>2005-2006</p>	
<p>Implement strong student leadership programs to encourage participation in and commitment to the university community and to foster strength of character, integrity and good citizenship.</p>	<p>1. PAL Program: Purpose, Action, Lasting impression: training for Titan athletes to become mentors to young athletes in the community.</p> <p>2. Project L*E*A*D (Leadership, Enrichment, Advancement, Development) – A program to train student leaders to understand and use wisely their leadership skills to benefit the university and larger community.</p> <ul style="list-style-type: none"> <li>• Develop program in cooperation with Student Services, Office of Admissions, and incorporate the offerings of other departments at IUSB that are already involved in specialized local leadership programs so as to minimize duplication of efforts and facilitate a clearinghouse of available</li> </ul>	<p>2004-2005</p> <p>2004-2005</p>	<p>1. PAL program shelved. Community Service activities ongoing.</p> <p>2. Completed. Leadership programs are held each year for student clubs and organizations.</p>

	<p>opportunities.</p> <ul style="list-style-type: none"> <li>Identify student participants, through faculty and staff recommendations, and self-nomination by students.</li> <li>Place students to meet campus volunteer service needs (i.e. OnTour, Orientation, One Stop Service Center)</li> </ul> <p>3. Residential Advisor Training</p> <p>4. Initiate program to develop trained, certified and experienced fitness and officiating staff (primarily IUSB students).</p>	<p>2004-2005</p> <p>2004-2006</p> <p>2005-2006</p> <p>2006-2007</p>	<p>Completed. Faculty and staff continue to be asked to nominate potential student leaders.</p> <p>Complete. Over 40 students work in various capacities on campus.</p> <p>3. Ongoing-responsibility of others</p> <p>4. Complete</p>
Implement a campus wide student activities board to plan and present	1. Establish Titan Productions: a professional experiential opportunity for IUSB students	2004-2005	Completed.

<p>co-curricular social programs for the University community.</p>	<p>to program student activities while developing knowledge of contracting, financing, event production, marketing and assessment.</p> <p>2. Students involved in “Titan Productions” plan an on-going comprehensive schedule of events, with the assistance of the Director of Student Life.</p>	<p>2005-2006</p>	<p>Completed. Over 20 events are scheduled each academic year on and off campus.</p>
<p>Encourage Student Government Association (SGA) development to assure greater representation of student issues.</p>	<p>1. Plan and help facilitate a series of training workshops or a training retreat for the incoming SGA Administration.</p> <p>2. Involve the members of the SGA in the Project L★E★A★D program, and encourage utilization of opportunities to interact with IUSB students to determine the students’ issues and concerns, as well as communicate the SGA efforts on their behalf.</p> <p>3. Work with the Chairpersons of the IUSB Institutional and Faculty Committees to facilitate meaningful involvement of the student representatives to these committees.</p>	<p>2004-2005</p> <p>2004-2005</p> <p>2004-2005</p>	<p>Ongoing.</p> <p>Not completed.</p> <p>Students are represented and participate on all academic senate and search and screen committees. SGA President meets regularly with the Chancellor.</p>

<p>Design the structure for the programming component of the Residence Life Program</p>	<ol style="list-style-type: none"> <li>1. Survey other schools of similar enrollment to residential availability ratio to determine trends in programming in residence life.</li> <li>2. Review survey results and formulate proposed structure for programming efforts of the Residence Life Program.</li> <li>3. Finalize the programming component.</li> <li>4. Implement the final design of Residence Life programming initiative</li> <li>5. Review the programming component to identify strengths and challenges.</li> <li>6. Make any changes to Residential Life programming, based on end of the year review.</li> </ol>	<p>Fall 2004</p> <p>Fall 2004</p> <p>2005-2006 2006-2007</p> <p>2007-2008</p> <p>2007-2008</p>	<p>Ongoing.</p> <p>Ongoing.</p> <p>Ongoing Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
<p>Develop athletic fund development opportunities to supplement Booster Club efforts already in place through the IUSB Alumni Association.</p>	<ol style="list-style-type: none"> <li>1. Commercial Sponsorships: four commitment levels involving advertising banners and space during athletic events and inside the SAC, space in written publications, and promotional nights during basketball games.</li> <li>2. Individual Supporters: five commitment levels involving recognitions, soft goods, season passes and banquet invitations.</li> </ol>	<p>2004-2005</p> <p>2004-2005</p>	<p>1. Bloomington influence shelved program. Resurrected 2006 with restrictions, but no in place.</p> <p>2. Redesigned program into Titan 250</p>
<p>Develop appropriate ways to use the Student Activity Center to showcase IUSB in the community.</p>	<ol style="list-style-type: none"> <li>1. Establish Student Activity Center advisory board with faculty, staff, student, and alumni representation.</li> <li>2. Develop clear policies and procedures for use of the SAC by IUSB students, the</li> </ol>	<p>2004-2005</p> <p>2004-2005</p>	<p>1. Board in place 2007</p> <p>2. complete</p>

	<p>university community and the community at large.</p> <p>3. Establish agreements within the university community regarding pricing, staffing, service expectations and revenue allocation.</p> <p>4. Identify strategies for showcasing the SAC with high school students.</p> <ul style="list-style-type: none"> <li>• See the SAC – a program targeted to high school students that would include participation special games and activities.</li> <li>• On Tour – work with Office of Admissions</li> <li>• High school basketball nights</li> </ul>	<p>2004-2005</p> <p>2005-2006</p> <p>2004-2005</p> <p>2004-2006</p>	<p>3. complete</p> <p>4. Reoriented to primary grade levels</p> <p>Ongoing</p> <p>incomplete</p>
Increase recreational program opportunities and participation.	<p>1. Intramurals: establish a predictable, clear and efficient annual intramural schedule.</p> <ul style="list-style-type: none"> <li>• Establish annual schedule</li> <li>• Establish clear policies and procedures.</li> </ul> <p>2. Extramurals: establish yearly schedule of opportunities through which students (including student officials) can represent IUSB at regional competition.</p> <p>3. Leisure Learning: develop instruction in a variety of physical and leisure activities from dance, martial arts, outdoor adventure, travel and more.</p> <p>4. Fitness: continue to build increased student</p>	<p>2004-2005</p> <p>2004-2005</p> <p>2005-2006</p> <p>2006-2007</p> <p>2004-2005</p>	<p>1. Participants increase of 12% 05/06 to 06/07. Participation activity up 18%</p> <p>2. Stagnant due to budget restrictions</p> <p>3. Incomplete, cannot expand without resources</p> <p>4. Steady numbers with fewer offerings,</p>

	participation in fitness classes and personal use of fitness equipment.		programming more efficiently# activities and participants.
Encourage and support development of HPER program at IUSB.	1. Assist School of Education with feasibility study.	2005-2006	Incomplete- School of Education has disassociated with Athletics and Recreation

<b><u>Campus Diversity &amp; Judicial Affairs</u></b>			
Develop a comprehensive plan to enhance diversity efforts and outcomes at IUSB	1. Identify models of good practice 2. Complete inventory of IUSB programs involved in Diversity	2004-2005 2004-2005	Completed Completed- some programs were eliminated. Partnerships with community agencies and groups were formed
	3. Hire a consultant to conduct, review and assess present and future needs of IUSB Diversity Office	2004-2005	Not completed in 2004-2005; 2007-A team of faculty and staff from IU South East reviewed and assessed our diversity efforts

Organize workshops on curriculum and to implement campus diversity goals and General Education diversity requirements	1. Develop workshops in cooperation with UCET, International Programs and others to infuse diversity into the curriculum for General Education	2004-2005	Completed –A number of diversity and judicial workshop were held. General Education workshops and evidence of diversity in Gen. Ed. Curriculum.  On going in partnership with diversity committee Completed
	2. Design and implement strategies to assess impact of diversity requirements	2005-2006	
	3. Encourage faculty, staff participation in IUSB and statewide diversity programs.	2006-2007	
Enhance diversity of student body, faculty, and staff	1. Develop activities to expand underrepresented student outreach programs in area schools.	2004-2005	Conversations on Race, the Black Man’s Think Tank, 21 <sup>st</sup> Century Scholars, and outreach programs at local high schools  Completed and ongoing Completed and ongoing
	2. Support recruitment of underrepresented students, faculty and staff.	2004-2005	
	3. Provide in-service programs for all hiring officials.	2005-2006	
Ensure a more inclusive campus climate	1. Conduct annual Working Group on Diversity to monitor diversity attitudes of	2004-2005	WGOD survey completed and

	<p>student, staff, faculty and alumni.</p> <ol style="list-style-type: none"> <li>2. Reinstate cultural diversity awareness workshops for faculty, staff, and students.</li> <li>3. Develop and initiate ways to recognize and reward faculty, staff and student diversity efforts.</li> </ol>	<p>2004-2005</p> <p>2005-2006</p>	<p>another in spring 2008</p> <p>Completed</p> <p>Completed ongoing</p>
<p>Enhance retention, leadership, and academic achievement of IUSB students in underrepresented groups through campus and community programs</p>	<ol style="list-style-type: none"> <li>1. Participate in recruiting efforts for underrepresented students.</li> <li>2. Participate in Making the Academic Connection mentoring initiative.</li> <li>3. Identify scholarship opportunities for students who assume leadership positions.</li> <li>4. Develop plan to promote IUSB Diversity activities on and off campus.</li> </ol>	<p>2004-2005</p> <p>2004-2005</p> <p>2005-2006</p> <p>2005-2006</p>	<p>On tour</p> <p>Ongoing</p> <p>Ongoing; on scholarship committee, and chair minority scholarship committee</p> <p>This is done through the Campus Diversity committee, and ad hoc committees; Civil Rights Heritage Center Board member</p>
<b>Academic Learning Services</b>			

Provide current and future student users with individual and small group tutorials with competent, discipline and class specific tutors.	1. Provide tutoring services mornings, afternoons and evenings, seven days a week.	2003-2006	19,000+ student contacts
	2. Identify, recruit, and retain qualified tutors. <ul style="list-style-type: none"> <li>• Target honors students</li> <li>• Create tutoring manual</li> <li>• Provide regular, ongoing tutor training with the goal of bi-weekly sessions.</li> </ul>	2003-2006	Graduate and adjunct faculty tutors Completed
		2003-2006	Ongoing for years in the WC; initiated in LC in Fall 2006
	3. Anticipate and plan appropriate academic learning services for residential students.	2005-2006	Under discussion
Promote Academic Learning Services to faculty, staff and students.	1. Visit faculty meetings to explain services and request support.	2003-2006	Completed/ongoing
	2. Work collaboratively with advising staffs in all schools to publicize services.	2003-2006	Completed/ongoing
	3. Furnish print promotional materials to all new faculty during orientation	2003-2006	Completed
	4. Visit all W130 and ESL classes to extend personal invitations to the Centers.	2003-2006	Completed/ongoing
	5. Create a brochure to advertise and provide information about the Centers.	2004-2005	Completed
	6. Create a Web-based tour of ALS	2004-2006	In process
	7. Follow up on Associate's degree students.	2004-2006	In process
Re-organize ALS staff and ARC faculty to meet current campus and unit needs, in particular, as tutoring services expand.	1. Redefine duties of ARC lecturers for consistency in 10-month appointments.	2004-2006	Completed 2006
	2. Redefine position of Perkins Grant Coordinator in relation to Learning Center and increasing need for data collection and analysis.	2005-2006	Completed 2006
	3. Establish responsibility for tutor training and accountability.	2006-2006	Completed F 2006

	<ol style="list-style-type: none"> <li>4. Establish responsibility for increasing data collection/follow-up of students and tutors.</li> <li>5. Secure access to WC database so that it can be functional.</li> </ol>	<p>2005-2006</p> <p>2005-2006</p>	<p>Completed</p> <p>Irrelevant with swipe card</p>
Enhance resources for tutorial services	<ol style="list-style-type: none"> <li>1. Create easily accessible electronic resources for students to use.</li> <li>2. Stock and secure major print resources for tutor and student use in the LC.</li> <li>3. Redesign and enhance Web sites to include resources and links to useful sites</li> <li>4. Involve faculty and tutors in designing and presenting workshops and in creating handouts.</li> <li>5. Increase video holdings, as needed and as appropriate</li> <li>6. Create and post podcasts on WC site, with plans to expand greatly</li> </ol>	<p>2005-2006</p> <p>2006-2006</p> <p>2004-2006</p> <p>2003-2006</p> <p>2005-2006</p> <p>2006-continuing</p>	<p>Expanded/ongoing</p> <p>Completed</p> <p>Completed/ongoing</p> <p>Almost 100 workshops offered 2005-06</p> <p>Completed</p> <p>11 posted; 35 under construction</p>
Provide safe, comfortable, mentally stimulating environments for learning in the Learning Center and the Writing Center	<ol style="list-style-type: none"> <li>1. Improve the aesthetics of the LC.</li> <li>2. Increase the light level in the LC.</li> <li>3. Increase use of AI 124 and create a temporary design for learning in it.</li> </ol>	<p>2005-2006</p> <p>2004-2005</p> <p>2004-2005</p>	<p>Completion by deadline.</p>
Develop and provide opportunities for research, internships and/or teaching assistantships to students in graduate and professional programs and undergraduates in pre-professional and professional writing or technology courses	<ol style="list-style-type: none"> <li>1. Work collaboratively with Division of Education, School of Business &amp; Economics, MLS program, and English graduate program to develop pre-professional opportunities, particularly for students planning for careers in teaching or conducting employee training</li> <li>2. Create both credit and non-credit alternatives.</li> </ol>	<p>2004-2005</p> <p>2006-2007</p>	<p>11 internships; 5 practicum</p> <p>PPST preparation</p> <p>B&amp;E Essential Skills work group</p> <p>Completed</p>

	<ol style="list-style-type: none"> <li>3. Define roles, functions, and reporting lines.</li> <li>4. Support student research in the Writing and Learning Centers and ALS</li> </ol>	<p>2005-2006 2005-07+</p>	<p>Completed Research or project site for 18 groups from 5 classes</p>
Add services and complete plan to coordinate “One Stop” support center.	<ol style="list-style-type: none"> <li>1. Establish a registration center.</li> <li>2. Integrate all student affairs services into a one stop center.</li> <li>3. Develop and initiate a staffing and training plan.</li> <li>4. Analyze the uses of technology within the center and develop a plan for future use.</li> </ol>	<p>2004-2005 2005-2006  2004-2005  2006-2007</p>	<p>Completed Completed  Ongoing  Completed. A comprehensive report with recommendations regarding technology needs was submitted.</p>
Support student learning through the Stay@IUSB Program	<ol style="list-style-type: none"> <li>1. Continue to promote to faculty the advantages of referring students to the program.</li> <li>2. Identify students who have never attended, to intervene and withdraw them from class during the first three weeks of the semester, when no signatures are needed, the process is simpler and no F grades will result.</li> <li>3. Work in conjunction with the early warning system in the College of Liberal Arts and Sciences to ensure that no student is neglected and the systems complement each other.</li> </ol>	<p>2004-2005  2004-2005  2005-2006</p>	<p>Over 700 referrals were made to the Stay@IUSB system. Beginning in Fall 2007, a new campus-wide early warning system, called IU Retain, was implemented.</p>
Expand faculty involvement in New Student Orientation to	<ol style="list-style-type: none"> <li>1. Utilize faculty during the Student Affairs portion of Orientation when addressing the</li> </ol>	<p>2004-2005</p>	<p>Completed.</p>

<p>promote high academic expectations.</p>	<p>students and/or parents and guests on a wide range of topics, such as faculty expectations and judicial affairs.</p> <p>2. Continue faculty participation in the advising and registering of students during Orientation.</p>	<p>204-2005</p>	<p>Completed.</p>
<p>Increase use of students helping students adjust to, and succeed at, IU South Bend.</p>	<p>1. Develop, in conjunction with the Office of Student Life, a campus-wide Leadership Training program.</p> <p>2. Assist in the development of a centralized core of student workers, such as a Student Ambassador program, to help with various campus-wide functions.</p>	<p>2004-2005</p> <p>2005-2006</p>	<p>Ongoing.</p> <p>Completed. Student workers are utilized in various capacities, including Orientation, On Tour, and the One Stop Center.</p>
<p>Enhance minority student recruitment, retention and graduation.</p>	<p>1. Search and hire minority program coordinator,</p> <p>2. Work with Civil Rights Heritage Center to maintain Leadership Academy and Step One programs.</p> <p>3. Initiate Academic Cohorts Program.</p> <p>4. Search and hire Lumina recruiter.</p>	<p>2004-2005</p> <p>2004-2005</p> <p>2005-2006</p> <p>2004-2005</p>	<p>Completed</p> <p>Ongoing – Step One Program not active</p> <p>Ongoing</p> <p>Completed</p> <p>Completed</p>
<p>Maintain high levels of student retention,</p>	<p>1. Initiate card-swipe program to collect data on effectiveness of current initiatives.</p> <p>2. Work with academic units and other student affairs areas to adjust initiatives as</p>	<p>2004-2005</p> <p>2006-2007</p>	<p>Swipe Card system developed and implemented</p> <p>Ad Hoc Committee</p>

	<p>data indicates.</p> <p>3. Participate in IU system retention research.</p>	2004-2005	<p>of Enrollment Management review retention initiatives. A set of recommendations was presented to the Committee Completed</p>
<b>Career Services Office</b>			
<p>Increase level of student engagement in service and experiential learning projects (faculty, staff and alumni)</p>	<p>1. Implement Lilly III Brain Drain Grant that gives students opportunities to work collaboratively with faculty in a solutions center format bringing together students from various academic disciplines on community projects.</p>	2004-2005	<p>Completed 12/06 Secured 141 internships</p>
	<p>2. Integrate Community Links Office with the Career Services Office and create a university-wide coordinated effort to increase student usage of service learning and experiential education opportunities.</p>	2006-2007	<p>Completed 07/01/07</p>
	<p>3. Develop new community internship opportunities.</p>	2005-2006	<p>Ongoing through programs: Hiring Managers Tell Their Secrets (HMTTS); Employer, Faculty, Student Symposium; H1-B Workshop; Indiana Career Consortium (INCC) Annual Career and Internship Fair</p>
	<p>4. Adapt IUB's ACES program for IUSB student/community internships.</p> <ul style="list-style-type: none"> <li>• Internship/Volunteer Fair</li> </ul>	2004-2005	

