

# **STRATEGIC PLAN**

## **2002 - 2007**

Vice Chancellor-Student Affairs  
University of California, San Diego

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## Table Of Contents

Introduction .....	1
Student Affairs Mission, Ideals, and Goals .....	2
Mission Statement .....	2
Vision Statement.....	2
Value Statement .....	2
Organizational Goal .....	3
Strategic Organizational Goals .....	3
Student Affairs Organizational Structure .....	4
Admissions and Enrollment Services.....	4
Student Health and Wellness.....	4
Student Educational Advancement.....	4
Student Life .....	4
Student Policies and Judicial Affairs .....	5
Central Administration.....	5
The Six Colleges.....	5
Planning Assumptions and Action Plans .....	6
I. Enrollment Growth .....	6
II. External Factors.....	7
III. Demographic Changes in the Student Population .....	8
IV. Changes in Student Needs and Expectations .....	9
V. Evolving Technology.....	11
VI. Human Resources/Staff Development .....	11
Strategic Organizational Goals: Assessment and Action Plan .....	13
I. Attract and enroll students of the highest academic capability who are representative of the diversity of the people of California .....	13
II. Facilitate the retention, academic advancement, and graduation of students .....	14
III. Strengthen the development of interpersonal, leadership, commu- nication and personal skills that enhance academic performance, student learning and the achievement of career aspirations .....	16
IV. Provide experiences that support the preparation of students for leadership in their chosen fields in the global community. ....	18
Implementation, Monitoring and Evaluation.....	20
Conclusion .....	22
Appendices	
A. Strategic Planning Team and Council Membership .....	23
B. Planning Assumptions .....	24
C. Recommended Actions in Response to Planning Assumptions.....	26
D. Strategic Baseline Data, Objectives and Supporting Documents.....	34

## **INTRODUCTION**

In just four decades, the University of California, San Diego has developed into one of the premier public universities in the United States because of the excellence of its faculty, students, and staff, the quality of its scholarship and undergraduate and graduate programs, and its research grants and contracts funding. From this base of achievement, UCSD enters the 21<sup>st</sup> century facing the challenges of a decade of substantial growth and, at the same time, resource constraints related to the large State budget deficit first manifested in fiscal year 2002, subsequent to the initial version of this Strategic Plan. Despite resource constraints, UCSD is projected to grow from a student body of 24,707 in Fall, 2003 to a total student body of approximately 30,000 by 2012.

A unique feature of UCSD is its system of undergraduate colleges. Each college has its own distinctive intellectual themes and general education requirements, and serves as a “small college” within a large public university – a “home base” for its undergraduate students. The UCSD college system complements the teaching and research excellence of UCSD to optimize the undergraduate experience. Student Affairs supports student services and student development efforts both at the college level and through campuswide units, services and programs.

Student Affairs is committed to making the most of the opportunities and addressing the challenges presented by this period of growth. To that end, a strategic planning process was initiated in 1998 with representation from all units within Student Affairs. The planning was completed in July 2002 and resulted in a Strategic Plan, covering the five-year period 2002-2007. The July 2002 Plan updates the Student Affairs’ *Mission, Vision, and Values* statements, clearly defines strategic organizational goals, and establishes a set of planning assumptions, an action plan, and a set of objectives to guide Student Affairs over the five-year period. The Plan called for an assessment of progress and updating of the Plan in 2004. This updated edition reflects the outcome of that process. A new plan will be developed in 2006-07 for the five-year period 2008-2013.

Although units and programs having student affairs’ functions are distributed throughout the campus, this plan encompasses only those units and services that, in some manner, report to the Vice Chancellor of Student Affairs.

## **STUDENT AFFAIRS MISSION, IDEALS AND GOALS**

Student Affairs strives to be an organization whose aspirations and daily actions are guided by a set of core ideals defined by our Mission, Vision, Values and Strategic Organizational Goals.

### **Mission Statement**

Student Affairs supports the teaching, research, and public service missions of the University of California, San Diego, by providing critical services, developmental activities, and experiences for the matriculation, academic achievement, personal development, and quality of life for all UCSD students. Through both college-based and campuswide services and programs, Student Affairs fosters the intellectual, social, ethical and personal development of students, preparing students to become engaged and constructive members of a diverse, dynamic and global society.

### **Vision Statement**

UCSD students should have access to the best combination of academic and co-curricular programs and services of any university in the United States, enabling them to achieve their highest academic, career, and personal development aspirations.

### **Value Statement**

Student Affairs is a proactive, innovative, learning organization that plays a critical role in the holistic development of students by offering high quality and innovative programs and services that enable UCSD students to perform optimally in challenging environments. Student Affairs is guided by the highest standards of professionalism and constantly evaluates its purpose, results, and allocation of resources to ensure excellent service to students and contributions to the mission, goals, and excellence of UCSD.

## **Organizational Goal**

Students and their needs, best interests, and aspirations are the *raison d'être* and primary concerns of Student Affairs. This focus encompasses enrolled UCSD undergraduate, graduate, and professional students, potential future UCSD students in secondary schools and the community colleges, and new UCSD alumni embarking on future educational and career paths.

Student Affairs seeks to develop students individually and collectively as a “whole person” – intellectually, socially, and personally – in ways that are complementary to and supportive of the teaching, research, and public service missions of UCSD.

## **Strategic Organizational Goals**

The Student Affairs Organizational Goal is translated into four strategic goals, which directly guide the administration and operations of Student Affairs:

- I. Attract and enroll students of the highest academic capability who are representative of the diversity of the people of California.
- II. Facilitate the retention, academic advancement, and graduation of students.
- III. Strengthen the development of interpersonal, leadership, communication, and personal skills that enhance and complement the academic performance of students and the achievement of their career aspirations.
- IV. Provide experiences that support the preparation of students for leadership in their chosen fields within the global community.

## **STUDENT AFFAIRS ORGANIZATIONAL STRUCTURE**

The major units within Student Affairs are organized into clusters as displayed in the Organization Chart (<http://adminrecords.ucsd.edu/ppm/docs/10-0.8.html>). Coordination of Student Affairs programs and activities is achieved through weekly meetings of the Vice Chancellor's Strategic Planning Team or the VCSA Council (see Appendix A for membership). The Vice Chancellor also meets regularly with the College Deans, Provosts, Residence Life Deans, ASUCSD and GSA Presidents, College Council Chairs, and other student leaders. A summary description of the major units within Student Affairs follows:

**Admissions and Enrollment Services** – This cluster manages the important functions that ensure the campus recruits, admits and enrolls the highest caliber of undergraduate students who are representative of the diversity of high school graduates and community college transfers. The cluster also manages student financial aid and scholarship programs, classroom scheduling, recording and maintenance of grades and other academic records, among other duties. Units include the Office of the Registrar, Admissions and Relations with Schools, and the Financial Aid Office.

**Student Health and Wellness** – This cluster provides a range of services that maintain and enhance the physical and emotional health, well-being, and safety of UCSD students. Units include Student Health Services, Psychological and Counseling Services, Office for Students with Disabilities, and the Student Safety Awareness and Sexual Assault Resource Center.

**Student Educational Advancement** – This cluster provides academic support services to UCSD students to enhance academic performance and preparation for graduate/professional school. It also oversees student-centered outreach to K-12 schools and families in San Diego and Imperial Counties to ensure that all students are informed about UC requirements and assisted in their preparation for higher education. Units include: Academic Enrichment Programs (AEP); Office for Academic Support and Instructional Services (OASIS); Early Academic Outreach Program (EAOP); the California Student Opportunity & Access Program (Cal-SOAP); the Consortium of High Schools, Undergraduate and Medical Schools (CHUM); and TRIO Outreach Programs.

**Student Life** – The Office of Student Life, along with the student programs originating in the colleges, and in cooperation with the ASUCSD and the GSA, is responsible for the scope and quality of student cultural, social, and civic life at UCSD. Units include: Student Organizations and Leadership Opportunities (SOLO), University Centers, University Events Office, Crafts Center, Center for Student Leadership, Engagement and Service, and Off-Campus Housing.

**Student Policies & Judicial Affairs** – This cluster has responsibility for administration and implementation of student policies and regulations, the oversight of student conduct procedures and, in collaboration with the College Deans and OGSR, the administration of student misconduct proceedings. It also provides student legal services and promotes improved human relations within the student body. Units include: Student Legal Services, Judicial Affairs, and Student Office of Human Relations.

**Central Administration** – The central administrative office provides policy and management direction for Student Affairs and directly supervises a number of units, including Intercollegiate Athletics, Sports Facilities and Programs (including Campus Recreation), the Career Services Center, the International Center, Student Research and Information, Resource Analysis, and New Initiatives and Community Relations.

**The Six Colleges** – In addition to the units described above, Student life at UCSD has a unique and vital “local” aspect through the six colleges, which report to the Vice Chancellor-Academic Affairs through the College Provosts. Elected College Councils offer student government programs and leadership experiences, while the Deans of Student Affairs and Resident Deans at the six colleges develop and manage student life programs geared to resident and commuter students. Units include the Dean of Student Affairs offices at Thurgood Marshall, John Muir, Revelle, Eleanor Roosevelt, Sixth, and Earl Warren Colleges.

## **PLANNING ASSUMPTIONS AND ACTION PLANS**

In developing this plan, Student Affairs sought to gain an understanding of the internal and external factors that will influence the future direction of higher education, the University of California, UCSD, and Student Affairs. Twenty-four assumptions about the future environment have been adopted in this plan (Appendix B). These assumptions are drawn primarily from UCSD planning materials, the University of California “Future Vision” document, and past Student Affairs’ strategic planning efforts. They represent factors that are likely to have a significant impact on the ability of Student Affairs to achieve its mission and goals, and have been carefully reexamined and updated based on developments during the 2002 – 2004 period.

In this section, we describe the planning assumptions and the general actions planned in response within six broad categories: (I) Enrollment Growth, (II) External Factors, (III) Demographic Changes in the Student Population, (IV) Changes in Student Needs and Expectations, (V) Evolving Technology, and (VI) Staff Development. The actions are informed and influenced by the strategic goals of Student Affairs and steps planned to achieve those goals during the five-year period of this plan. A detailed outline of responses to the planning assumptions is provided in Appendix C. The Vice Chancellor-Student Affairs (VCSA) and the VCSA Council have assigned the various initiatives to designated Goal Area Teams for elaboration and implementation. The Vice Chancellor and the Strategic Planning Team are responsible for monitoring all activities and progress related to these initiatives.

### **I. Enrollment Growth**

UCSD will expand its enrollment from 20,000 to approximately 30,000 students during the period 2000 to 2012. In Fall 2003, total student enrollment was 24,707. As greater numbers of students enroll, more emphasis will be placed on non-regular term enrollments, such as Summer School and Education Abroad, which will increase in size, importance, and claims on student services. New measures will be needed to encourage students to consider these options. In keeping with these shifts, Student Affairs must change its perspective from a 3-quarter to a 4-quarter or year-round timeframe and develop resource allocations and staffing arrangements that will meet the changing needs of students at and away from UCSD during the regular term and summer. The transition to a summer term will have impacts on current summer activities, such as Summer Bridge, that will require program adjustments to maintain their effectiveness.

Enrollment growth will also increase pressures on the University to meet “time-to-degree” expectations. UCSD will have to take steps to expedite the academic advancement to graduation of “slow-progress” students.

As enrollment increases, financial considerations will dictate that new approaches and greater collaborative arrangements among the colleges and central student services be explored to enhance service delivery and provide cost efficiencies. Strategic capital investments in student services facilities will be essential to accommodate expected enrollment growth. Even with the opening of Sixth College in 2002, increasing size will inevitably threaten the sense of community, and it will be increasingly important to avoid impersonalization, bureaucratization, and over-centralization, and to be ever attentive to the role of the college as each undergraduate student’s “home base” within the campus.

Not all of the growth will be within the undergraduate population. The campus has established two new professional schools – the School of Pharmacy in 2000 and the School of Management in 2002 – and plans to raise significantly the proportion of graduate and professional students within the student body. Student Affairs will need to expand communications with and services for the increasing number of graduate and professional school students. Student Affairs relationships with the Office of Graduate Studies and Research (OGSR), and the Graduate Student Association (GSA) will also need to be strengthened.

## **II. External Factors**

State resources for student services are not expected to keep pace with enrollment growth because of increasing demands for resources from current and new academic programs and the rising costs of personnel and core services, such as utilities. The allocation of Student Affairs resources must be more selective and strategically targeted to ensure that the most critical needs are met in the most cost-effective ways. We will need to rely more upon alternatives to new permanent staffing, such as technology, student workers, etc. Departments will need to intensify their efforts to establish priorities based upon this Strategic Plan, and to reorganize their workload to ensure excellence in programs deemed to be top priorities while not overtaxing their staffs. Departments will also need to be creative in generating more of their own funding through grants and development efforts.

Resource allocation issues will have to be addressed at a time when the political landscape will change to reflect shifts in the demographics of the State and the Legislature. Student Affairs will need to become more proactive in communicating effectively its contributions, fiscal needs, goals, and priorities. In turn, Student Affairs must anticipate and respond to the accountability expectations that elected officials and the public will have of the university.

Parents will become more engaged in many aspects of the University and have increasing expectations and requests for specific services, opportunities, and environments for their sons and daughters attending UCSD. Student Affairs departments must view parents as an important constituency that deserves focused and proactive attention.

UCSD campus interactions, relationships, and ties with alumni and a wide range of external constituencies will also increase. For its part, Student Affairs will need to reposition itself within the broader community and become more proactive in communicating its messages.

### **III. Demographic Changes in the Student Population**

The characteristics of the UCSD student population will continue to change in several important respects. There is every reason to believe that the academic preparation and aspirations of our students will continue to rise. This trend will increase the need to prepare students to be successful applicants for highly selective graduate and professional institutions and prestigious fellowships. To that end, UCSD must expand its enrichment programs and mentoring services and strengthen its relations with graduate and professional schools.

Faced with an expanding pool of highly qualified applicants, UCSD will need to rethink and articulate its primary admissions objectives. In addition, enhanced efforts will be needed to address the academic preparation gap between the average and the academically weakest enrolled students.

Students attending UCSD are becoming more ethnically, racially and geographically diverse. As diversity increases, influence will be redistributed among segments of the student body and the cultural norms of the student body will be redefined. As these changes occur, it will be necessary (a) to assess programs to ensure that they address the needs of a changing student body, (b) to build cross-group understandings and interactions in order to foster civility and cooperation within the student body, and (c) to better prepare all students for the challenges of the global community beyond UCSD. At UCSD, a significant resource in sustaining civility will be the ability of the individual colleges to provide comfortable, nurturing, and responsive environments for students from all backgrounds.

Paradoxically, while campus diversity is increasing, underrepresentation of specific populations relative to their numbers in the State of California continues to become more pronounced, particularly for Native Americans, African Americans and Mexican Americans. From both a societal and a student development standpoint, the continuation of significant underrepresentation of these groups on the campus

has a detrimental impact on the quality of our students' education and their capabilities to contribute to the betterment of our society.

National trends strongly suggest that men will continue to become less represented in the UCSD student body and even less represented among those who use campus services. Outreach efforts targeted to men and other underrepresented groups should be implemented to address these imbalances. Student Affairs departments will need to analyze usage of their services and, where inequities exist, develop strategies to address them. Within the constraints of Proposition 209, Regental policies, and University guidelines, Student Affairs must take a leading role in increasing the enrollment and academic advancement of underrepresented students at UCSD.

Other manifestations of student diversity, such as cultural tradition, religious faith, socioeconomic status, sexual orientation, disability status, and variation in age, will also become more evident on campus. Efforts should be made to remove socioeconomic barriers to providing low-income and first-generation students with a comprehensive and enriched undergraduate experience. More programs and services will be needed to reduce disparities in outcomes among demographic groups within the student body.

#### **IV. Changes in Student Needs and Expectations**

Future students will present changing demands for services that will, in effect, reflect changing expectations of higher education. These include greater, or at least different, demands for employment and community service opportunities, as well as an increased demand for highly personalized services.

Increased emphasis must be placed upon career development programs, services, and experiences. We need to better match student expectations and skills with the needs of employers, who increasingly require highly developed interpersonal and leadership skills in addition to the traditionally strong intellectual and technical skills UCSD graduates typically possess. Efforts to develop productive relationships with employers will need to expand. In addition, students are likely to be more interested in community service, campus activities, and other involvement opportunities available through programs in the colleges or in the graduate and professional schools. Greater emphasis and campus visibility should be given to community service and leadership opportunities.

There will also be, among future students, a continued desire for UCSD to have a greater sense of community and school spirit. New and re-structured social, recreational, and sports programs must be offered to respond to changing student interests and needs. Attention needs to be given to the role of Intercollegiate Athletics as a key element in school spirit and sense of community. Large-scale

programs that foster a sense of tradition and community must become an integral element of campus life, but not at the expense of the small-scale activities that promote spontaneity and intimacy. Adequate facilities to accommodate both large- and small-scale community-building activities should be a priority of Student Affairs.

Given the increasing globalization of our society and student interests, Student Affairs will need to work closely with Academic Affairs to ensure that larger numbers of students take advantage of a greater variety of international education experiences that are easily accessed and flexibly structured to enable participants to graduate in a timely manner. Student Affairs will also need to place greater emphasis on supporting the internationalization plans and efforts of the campus.

Given actual and anticipated increases in the cost of attendance, students will rely more heavily on financial aid and employment-related services. To address this reliance, financial aid resources, including scholarships, will need to grow at a comparable rate. Additionally, employment opportunities for students that pay reasonably well and complement and support their educational and career aspirations must be made available. Efforts to generate high-quality opportunities for paid internships should be maximized.

Students will be experienced consumers of all types of services and are likely to be more demanding of campus student service organizations. Customer service standards must continue to be seen as an important and ongoing training and development priority throughout Student Affairs. Also, “one-stop” and other integrated service delivery approaches will need to be adopted. Without sacrificing the availability or quality of individualized personal service, Student Affairs departments will need to make greater use of technology and group formats to deliver services and information.

Student demand for costly and personnel-intensive resources and services (e.g., disability-related, health and psychological services, child care, parking and housing) will continue to rise. Student Affairs must redefine its role in providing health - and disability-related services and take the necessary actions to fulfill that role, including the creation of new “wellness” approaches that meet the needs of students in more comprehensive and holistic ways. Although the provision of child care, parking, and housing are not the direct responsibility of Student Affairs, we must take an increasingly proactive interest, in partnership with other campus departments, in the development and delivery of those services to students.

Students and their parents will place strong emphasis upon the safety and security of the campus. Student Affairs must work closely with other University officials to ensure that safety and security needs are fully addressed across campus at all times. Safety awareness programs and services must be proactively provided to

students and Student Affairs must continue to actively support campus efforts to improve emergency preparedness.

## **V. Evolving Technology**

Before they matriculate at UCSD, students typically experience convenient, “when they want it,” access to a range of information and services. To meet such expectations, Student Affairs must increasingly utilize technological solutions and adopt new service delivery methods and strategies that streamline procedures and improve integration of personal service with technology. These innovations are needed with respect to both “transactional” and “transformational” (i.e., developmental) services.

We have begun to meet these challenges by adopting the new “70-20-10” service delivery approach that includes development of a new student web portal (“TritonLink”) and the introduction of “one-stop” counters with cross-trained “generalists” to help students complete the 20% of their transactions they are not able to complete on-line, with referrals to “specialists” for the remaining 10% (or fewer) transactions requiring expert attention. Student Affairs must also be prepared to invest in the technological tools, personnel, and training required to make these needed service delivery methods possible.

Investing in technology to meet the challenges of change and growth will be critical for Student Affairs. Ongoing technological development and enhancement will require long-range planning and funding commitments similar to those now devoted to facility needs. Technological expertise must be seen as a necessary component in Student Affairs staffing at both the departmental and the central levels.

As technology evolves, Student Affairs will need to change service delivery objectives and processes to make the best use of available technologies within the constraints of limited financial resources.

## **VI. Human Resources/Staff Development**

As enrollment increases over the next decade, the growth in Student Affairs’ staffing will not be sufficient to maintain current student/staff ratios – partly a result of the University’s commitment to sustain its academic quality by ensuring that sufficient faculty FTE are available to meet teaching requirements. Staff growth will also be constrained due to the new Higher Education Compact between the Governor and the University which freezes the administration’s budgetary proportion at the current ratio for the 2004–2008 period. In the face of this challenge, Student Affairs must ensure that the quality of UCSD’s co-curricular

experiences is maintained and enhanced through programs and facilities that are responsive, innovative, and cost-effective.

Student Affairs has been most fortunate to have a superb staff. To continue to recruit and retain such a capable staff, Student Affairs must substantially increase its efforts to provide a work environment that attracts, develops, nurtures, and rewards such individuals. A more proactive and comprehensive human resources management approach within Student Affairs, with an emphasis on competitive compensation, promotional opportunities, workload management, and the creative use of new technologies and streamlined business processes, will be essential to achieving these objectives. In particular, Student Affairs will have to make greater use of market data in making salary determinations and equity adjustments, consistent with resources and campuswide policies, and undertake the types of initiatives recommended in the Spring 2002 *Report of the Staff Retention and Support Steering Committee*.

Significant enhancements in Student Affairs' utilization of technology will create new opportunities to identify and adopt more efficient approaches to service delivery, internal communications, and programmatic coordination. Taking advantage of these opportunities will require that we expand our efforts to promote a culture of managerial support for staff training and development. Student Affairs' commitment to the promotion of such a management culture is manifested in the *Value Statement* for this Strategic Plan.

In keeping with an enhanced focus on retention, skill enhancement and becoming a "learning organization," Student Affairs will set aside resources for staff training and development, and will invite leading thinkers to UCSD for workshops in the provision of student services and staff development.

## **STRATEGIC ORGANIZATIONAL GOALS** **ASSESSMENT AND ACTION PLAN**

As stated earlier in this document, the Student Affairs Strategic Organizational Goal is translated into four strategic goals that guide the administrative operations of Student Affairs and its units. An effective strategic plan must be based on an honest evaluation of how well the strategic goals of the organization are being met by periodically reviewing its major strengths and achievements and its weaknesses and shortfalls. This section of the strategic plan attempts to provide such an evaluation. The aim of this section is not to be comprehensive, but to cover a limited number of critical strengths and weaknesses and propose an action plan that focuses on the most salient areas.

### **Goal I: Attract and enroll students of the highest academic capability who are representative of the diversity of the people of California**

UCSD attracts an academically outstanding applicant pool and enrolled student body. For Fall 2000 through 2003, UCSD had the second largest freshman applicant pool and the third highest level of selectivity within the UC system in terms of the percentage of applicants admitted and the grades and test scores of the admitted and enrolled freshman classes. With respect to transfer students, UCSD ranked third, within the UC system, in both the number of applicants and the entering grade point average of its newly enrolled students.

These excellent statistics mask a number of weaknesses. First, in direct competition with highly selective public and private institutions, UCSD is successful in enrolling less than one-fifth of the admitted students. Although UCSD is quite competitive with those institutions in terms of academic prestige and reputation, we fall short with respect to the quality of our scholarship offers, the comprehensiveness of our yield activities for the best students, and the reputation of the vitality and quality of student life at UCSD.

Although UCSD does quite well in attracting and enrolling “students of the highest academic capability” we fall far short with respect to our students being “representative of the diversity of the people of California.” African Americans, Mexican Americans, Latinos and Native Americans comprise 44% of California high school graduating class, but only 13% of UCSD’s freshman class. That percentage is among the lowest for the eight general UC campuses.

UCSD does not compete well for underrepresented students because: (a) our scholarship resources are only one-ninth to one-fourth of those of Berkeley and

UCLA, respectively; (b) we do not yet have a “critical mass” of underrepresented students, particularly in the case of African American and Native American students; and (c) amongst the three underrepresented groups, UCSD is perceived as not having an academic and co-curricular life that is responsive to their interests and needs.

**Objectives/Planned Actions:**

To enhance the strengths and achievements and address the weaknesses and shortfalls associated with Strategic Goal I, three broad sets of actions will be undertaken:

- I.A. Student Affairs will continue to develop more comprehensive yield efforts which include greater involvement of academic departments, faculty, college deans of student affairs and deans of academic advising, provosts, alumni and community friends, and expanded perquisites such as scholarships, guaranteed housing, and enrichment opportunities. These yield efforts will be both general and targeted at specific subpopulations of freshman and transfer admits.
- I.B. The academic and co-curricular strengths of UCSD will be more aggressively marketed to potential applicants and admits through a variety of means, including personal contacts and direct involvement of the undergraduate colleges. Special efforts will be made to inform underrepresented admits about the advantages and benefits of enrolling at UCSD.
- I.C. Student Affairs will work more aggressively with Development and alumni groups to substantially increase scholarship funding for all UCSD admits, and with private groups capable of raising scholarship funds for underrepresented admits.

**Goal II. Facilitate the retention, academic advancement, and graduation of students**

UCSD’s freshman first-year retention and graduation rates of 94% and 83%, respectively, are third highest in the UC system. These rates are consistent with the academic credentials of entering UCSD freshmen, and they have risen along with the increases in those credentials. Differences in the retention and graduation rates, and grades among specific populations, are consistent with differences in their entering high school grades, test scores, and predicted first-year UCSD GPA’s and graduation rates. The first-year academic difficulty rates for Fall 2002 freshman and transfer students were 5.6% and 5.0%, respectively. For all undergraduates, the rate was 2.8%. These low academic difficulty rates for

new and continuing undergraduates indicate a good match among students' academic preparation and capabilities, advising, course selection, and academic support services. This match is further indicated by the fact that transfers and freshmen graduate at essentially the same rate (81% and 83%, respectively) and grade point average (3.05 and 3.16 GPA's, respectively).

The close correspondence between UCSD's actual and predicted retention and graduation rates warrants attention. Given the quality of students enrolled at UCSD, the breadth of our undergraduate programs and support services, and the virtues of our college system, UCSD should have actual graduation rates that exceed predicted rates by up to 5% points as is the case for other leading universities.

An examination of the adequacy and effectiveness of our academic support and retention programs is needed, including whether our programs are appropriately proactive in reaching out to academically at-risk students.

Another area warranting attention is student "wellness," which includes the ability of our students to fully engage and successfully manage the challenges, demands, and stresses of college life. Our challenge in this area is to find better ways to ensure access by all our students to the best available stress management and general wellness resources. These resources have to be responsive to the distinctive needs of undergraduate, graduate and professional students.

#### **Objectives/Planned Actions:**

- II.A. Student populations most at risk for either academic difficulty or attrition will be identified, and a range of academic and student support services will be made available to them. Special efforts will be made to identify and address negative factors ancillary to the educational process.
- II.B. Student Affairs will undertake a comprehensive wellness initiative to address the physical, emotional, psychological and spiritual wellness needs of UCSD students to facilitate, in a holistic manner, their development, retention and academic advancement.
- II.C. Student Affairs will proceed with plans to develop a one-stop "Wellness Center" facility to accommodate and foster the coordinated delivery of a wide range of health and wellness-related services to undergraduate, graduate, and professional students.

**Goal III. Strengthen the development of interpersonal, leadership, communication and personal skills that enhance academic performance, student learning and the achievement of career aspirations**

UCSD students can enhance their personal development and skills by participating in a rich array of activities offered through the colleges and campuswide offices. These include college-based and campuswide student governments and student organizations, administrative and academic committees, and numerous team sports and group recreational programs. Significant numbers of UCSD students participate in these programs and activities.

The benefits are both immediate and long term, as research indicates that students who exert psychological and physical energy on programs and activities that matter to them are, in general, more academically successful and satisfied with their college experience than students who remain uninvolved in campus activities. Due, in part, to UCSD's unique design of undergraduate colleges and centralized programs and services, UCSD students benefit from their affiliation with smaller communities (the undergraduate colleges and focused campuswide activities) that, in turn, help them connect to the whole, larger research university.

Despite the positive aspects of an active and engaged student body made possible through a variety of programs and activities offered at UCSD, survey data suggest that UCSD students are less satisfied with their social experience in comparison with their counterparts at other UC campuses. Qualitative data suggest that this may be due, in part, to the absence of an adjacent "college town" and social gathering places, and the relative scarcity of evening and weekend activities and campus traditions that engage students with one another and build a stronger sense of campus community and pride. In addition, meeting the somewhat distinctive needs of transfer and commuter students has proven to be a major challenge, as has meeting the distinct needs of underrepresented students.

When assessing the preparation of our students for post-graduate education or employment, a significant challenge is measuring the impact of program participation on change in the interpersonal or leadership skills of the student. "Outcomes only" assessments tell us little about the impact of a particular experience or program on the desired change or outcome. Moreover, in the absence of information on how students performed under different environmental circumstances or program characteristics, there is no way to tell from the assessment data which educational programs and practices are likely to be most effective. To date, alumni and student surveys and employer feedback have been the principal means of assessment. Although these have not been structured to provide information on specific programs and activities, they have been extremely

helpful in identifying the need to strengthen UCSD students' leadership, communication and team-working skills.

**Objectives/Planned Actions:**

- III.A. Improved program and student assessment approaches will be developed with regard to the acquisition by students of leadership, interpersonal, communication and team-working skills. Assessment criteria and evaluation procedures will be developed with input from students and subsequently applied in the evaluation of programs and services.
- III.B. A Center for Student Leadership, Engagement and Service will be established to expand and enhance a broad range of programs, collaborations and opportunities for students to develop their skills and apply them in "real world settings."
- III.C. We will increase efforts to promote ethics, integrity, and honesty as fundamental principles in students' development and in their academic and professional lives.
- III. D We will promote diversity, address the distinctive needs of underrepresented students, and foster a nurturing, inclusive, and supportive campus climate that respects all students, consistent with UCSD's *Principles of Community*. Student Affairs will, in partnership with Academic Affairs, actively promote and cooperate with new initiatives such as the establishment of an African American Studies minor program. We will also encourage departments and organizations such as (or including) the Chicano/Latino, African American and Native American staff and faculty associations and the Campus Community Centers to host more academic and co-curricular programs tailored to enhance the participation of underrepresented students in the academic and social life of the campus.
- III.E. We will provide leadership for events, programs, and activities that promote student learning in the co-curriculum context, increase a sense of community, and collaborate in efforts to build campus traditions among students, staff, faculty, alumni and parents. Efforts will include initiatives to enhance evening and weekend social activities; advocate for and develop facilities that better support a lively campus atmosphere, such as a "main street" and other enhancements that encourage the development of an active "downtown" in the University Center area of the campus; and encourage participation in intercollegiate athletic events.

#### **Goal IV. Provide experiences that support the preparation of students for leadership in their chosen fields in the global community**

This goal is pursued by encouraging students to become engaged participants in such activities as undergraduate research, internships, study abroad, student government and organizations, and volunteer and public service learning opportunities. For each of these, there is a central student services unit whose explicit mission is to assist and encourage student participation: the Academic Enrichment Programs for undergraduate research and internships, the Career Services Center for internships and employment opportunities, the International Center for study abroad, SOLO for student organizations and governments, etc. In addition, academic units provide a broad range of participation opportunities. Finally, and critically, the colleges provide an established set of such opportunities, and they have the potential to provide an even richer array of opportunities through their flexibility to create events and organizations responding to the interests of small groups of students.

Several factors make achievement of this broad, experiential education goal a challenge. First, any one program can, at present, reasonably serve only a small minority of the student body. For example, less than 5% of UCSD students studied abroad in 2002-03. The number of students participating in undergraduate research in 2002-03 was also disappointingly small. Second, UCSD's ample offering of leadership and engagement opportunities are very decentralized and many students may not be able to find the best matches for their interests and needs. Third, the curriculum, in many academic departments, is not always well integrated with education abroad opportunities, making it difficult for many students to both participate in education abroad and graduate in a timely manner.

#### **Objectives/Planned Actions:**

To enhance the levels of participation in enrichment and developmental programs and ensure that all demographic groups fully participate and benefit, the following actions will be undertaken:

- IV.A. Student Affairs will join with Academic Affairs in supporting the internationalization of the UCSD campus. New initiatives will be launched to expand opportunities for UCSD students to obtain international experiences and exposure. The spatial capacity of the International Center will be doubled, as will the number of students participating in education abroad and overseas internship programs. Opportunities for short-term educational travel abroad will be significantly increased. Efforts by UCSD's International House, the International Center, and other programs designed to increase interaction between international and US students will be supported.

- IV.B. Participation in enrichment programs by various populations will be encouraged through outreach and support programs and services.
- IV.C. To reduce financial barriers to participation in enrichment programs, extramural grants and donations for student financial support for the academic year and summer will be at least doubled by 2007 through a concerted effort involving the Capital Campaign. Additionally, financial aid policies and guidelines will be reviewed to ensure that, wherever possible, they facilitate and do not hinder students' participation in enrichment programs during the academic year and summer.
- IV.D. Community and public service opportunities for UCSD students will be placed on a more structured basis and enhanced as both a learning experience for the students and a service to the community.
- IV.E. Internships in "for-profit" and "non-profit" entities will be strengthened with respect to both the number of opportunities and the preparation of students. Efforts will be made to strengthen cooperation between internship programs of Career Services, the Jacobs School of Engineering (JSOE), the Urban Studies Program, and the Academic Internship Program (AIP).
- IV.F. Short-term programs to provide educational, employment or cultural experiences abroad will be increased.
- IV.G. The Center for Student Leadership, Engagement and Service will be launched and will actively seek to ensure that all segments of the student body participate in the full range of developmental and enrichment programs.

## **IMPLEMENTATION, MONITORING AND EVALUATION**

This updated Strategic Plan, the result of a collaborative effort of the Vice Chancellor-Student Affairs' Strategic Planning Team, Council, and Unit Managers, is a working document that will guide our program and financial planning and decisions. It also will be used as an assessment tool to enhance the services and programs of Student Affairs.

The Objectives and Planned Actions identified under each Goal in the preceding section have been assigned to designated Student Affairs Goal Area Teams for the development of implementation plans. Membership on Goal Area Teams will cut across departments, and teams will be expected to develop implementation plans that foster collaboration and synergy between departments. These implementation plans will include a schedule for completion, an estimate of resources needed, and specific performance measures.

Three cross-cutting considerations are integral to this Strategic Plan and the achievement of its goals and objectives.

- A. The colleges are a tremendous asset to UCSD. They play a major role in the student's successful transition from high school or community college into UCSD, their acculturation into the academic and co-curricular life of the college and the university, and their engagement in the philosophical and thematic emphases of the college. Central student services have primary responsibility for functions that are campuswide in purpose or nature, benefit from efficiencies of centralized scale, or involve considerable engagement with external entities or regulations. Student Affairs must achieve and maintain an appropriate synergy between student development programs and services provided by the colleges and those provided on a campuswide basis to ensure that the needs of all students (e.g., lower division, upper division, transfer students, resident and non-resident undergraduates, and graduate and professional students) are addressed and that key initiatives are pursued successfully. This responsibility will rest with the Strategic Planning Team.
- B. Student Affairs must streamline its business practices and marshal scarce resources in a manner that values and nurtures Student Affairs staff and enhances their capabilities while assuring that critical new initiatives and necessary capital projects proceed and that sufficient resources are directed toward achievement of Student Affairs' Strategic Goals and the related Objectives and Planned Actions. This responsibility will rest with the

Assistant Vice Chancellor, Financial Management, in collaboration with others.

- C. Student Affairs must provide for effective, ongoing communication and outreach within the campus community and to key external constituencies to secure full understanding of and support for achievement of Student Affairs Strategic Goals and related Objectives and Planned Actions. This responsibility will rest with the Executive Administrative Officer for New Initiatives and Community Relations in collaboration with others.

Student Affairs will regularly evaluate its services, student outcomes, and resource allocations for consistency with the mission, vision, and goals stated in this Strategic Plan and the priorities and objectives of UCSD. Special attention will be given to implementing the plan in ways that are attentive to the needs of new (freshman, transfer, graduate and professional) and continuing students (both on-campus resident and commuter students), and in ways that enhance the effectiveness of the colleges and individual departments.

The Vice Chancellor-Student Affairs and the Strategic Planning Team will be responsible for monitoring activities in relation to this Strategic Plan. Progress and shortcomings will be assessed, documented and communicated on an annual basis.

Student Affairs will develop a new Plan in 2006-07 for the period 2008-2013.

## **CONCLUSION**

The creation of this Strategic Plan has provided Student Affairs with an invaluable opportunity to step outside our daily pressures and demands, re-evaluate our mission and goals, determine how well we are achieving them and, most importantly, look to the future and attempt to anticipate and design it.

We have a strong consensus on the mission, ideals, and goals of Student Affairs and the actions stated in this strategic plan. We must now proceed to actively use the plan, not as a prescriptive set of commanded actions, but as an evolving guide that is sufficiently flexible to respond to reality and experience.

## **APPENDIX A**

### **STUDENT AFFAIRS STRATEGIC PLANNING TEAM MEMBERS**

Vice Chancellor, Student Affairs  
Assistant Vice Chancellor, Admissions and Enrollment Services  
Assistant Vice Chancellor, Financial Management  
Assistant Vice Chancellor, Student Health and Wellness  
Assistant Vice Chancellor, Student Educational Advancement  
Assistant Vice Chancellor for Student Life  
Executive Administrative Officer for New Initiatives and Community Relations  
Director, Career Services Center  
Director, Student Policies & Judicial Affairs  
Chair, Council of Student Affairs Deans

### **STUDENT AFFAIRS COUNCIL MEMBERS**

Vice Chancellor, Student Affairs  
Assistant Vice Chancellor, Admissions and Enrollment Services  
Assistant Vice Chancellor, Financial Management  
Assistant Vice Chancellor, Student Health and Wellness  
Assistant Vice Chancellor, Student Educational Advancement  
Assistant Vice Chancellor for Student Life  
Executive Administrative Officer for New Initiatives and Community Relations  
Director, Career Services Center  
Director, Intercollegiate Athletics  
Director, Sports Facilities & Programs  
Director, Student Policies & Judicial Affairs  
Director, Student Research & Information  
Dean, Earl Warren College  
Dean, Eleanor Roosevelt College  
Dean, John Muir College  
Dean, Revelle College  
Dean, Sixth College  
Dean, Thurgood Marshall College

## **APPENDIX B**

### **PLANNING ASSUMPTIONS**

1. Campus enrollment will increase from 20,000 to approximately 30,000 students between 2000 and 2012. In Fall 2003, total enrollment was 24,707.
2. Non-regular term enrollments, such as Education Abroad and Summer School, will increase in size, importance, and claims on student services.
3. Pressure will increase to improve “time-to-degree” among undergraduate students to accommodate enrollment growth.
4. Approximately 60% of the additional enrollment growth will be among undergraduate students.
5. The campus will increase significantly the proportion of graduate/professional students within the study body.
6. Resources will not keep pace with enrollment growth because of increasing demands from current and new programs, activities, services and technologies.
7. The political landscape will change to reflect demographic changes within the State and the Legislature.
8. Parents will be a greater presence in many aspects of university life, and they will expect and request specific services, experience and outcomes for their sons and daughters.
9. The interactions, relationships, and ties between UCSD and external constituencies will increase.
10. New undergraduate students in the future will be better prepared academically than in the past.
11. Students attending UCSD will be more ethnically, racially and geographically diverse.
12. Other manifestations of student diversity, such as socioeconomic, cultural, and age diversity, will become more evident on campus.

13. Men will continue to be less represented in our enrollment and even less represented among those who use our services.
14. Students will have greater expectations for career-oriented services.
15. Students are likely to be more interested in community service, campus activities, and other involvement opportunities.
16. Students will rely more heavily on financial and job-related services.
17. Students will be experienced consumers of all types of services and are likely to be more demanding of campus student service organizations.
18. Student demand for costly and personnel-intensive resources and service – i.e., disability-related health and psychological services, childcare, parking and housing – will increase.
19. Students and their parents will place strong emphasis upon the safety and security of the campus.
20. Students entering UCSD will be more technologically savvy and demanding of technology-based services than are today's students.
21. As technology advances, student service organizations will likewise need to evolve their service delivery mechanisms to make the best use of available resources.
22. Investing in technology will be critical for all student service organizations.
23. Investing in staff development will be essential to serve students and to meet the challenges of limited resources.
24. University budgets will be reasonably stable or grow moderately over the period 2004 to 2007.

## **APPENDIX C**

### **RECOMMENDED ACTIONS IN RESPONSE TO PLANNING ASSUMPTIONS**

#### **I. Enrollment Growth**

##### **Action Items**

1. Strengthen the development and marketing of current and new one quarter/one semester and/or summer UC Education Abroad, UC/DC, and other off-campus UC and UCSD educational opportunities.
2. Provide an administratively efficient and convenient financial aid delivery system with adequate funding for students enrolled in summer and off-campus programs such as EAP/OAP and UC/DC.
3. Explore the viability of providing additional services, including housing, for summer school participants.
4. Obtain sufficient funds to provide services to summer students comparable to those offered during the regular academic year.
5. Utilize the Office of Student Research and Information (SR&I) to identify factors that either impede or accelerate student academic advancement.
6. Conduct periodic reviews of College staff size and increase the use of technology to enhance the delivery of central services in accordance with College growth.
7. Expand Recreation involvement with Colleges to offer more co-ed College intramural leagues with championship playoffs.
8. Explore further College-based fee referendums.
9. Explore with College staff and students the most efficient ways to deliver services, including technological applications.

10. Collaborate with academic departments to improve student outcomes and better integrate graduate students into campus life.
11. Establish and expand Student Affairs interaction with Student Affairs representatives from UCSD graduate/professional programs.
12. Utilize SR&I to assess the needs of graduate students and discuss findings with SA, the Office of Graduate Studies & Research (OGSR), the Graduate Student Association (GSA), and graduate/professional programs.
13. Introduce new Student Affairs services and expand specialized career services and social activities/events for graduate students.
14. Increase rapport with the GSA, OGSR, and graduate/professional programs.
15. Develop cost-effective approaches to ensure that Student Affairs' facilities have the capacity to support improved and expanded student services and programs, including the University Centers, as well as health, sports, recreation, academic support, and other facilities as needed.

## **II. External Factors**

### **Action Items**

1. Develop and assess critical needs based on Strategic Planning exercises.
2. Examine delivery of service through web-based delivery systems mentioned elsewhere in the Strategic Plan.
3. Examine opportunities to delegate more significant work tasks to student employees as a means of providing students with quality work experiences.
4. Retain grant-writing expertise to assist units in seeking extramural funds.
5. Develop a solid marketing approach, including clear themes and an emphasis on quality control.

6. Assign the Student Affairs Council to review the SA Capital Campaign initiatives and develop implementation plans and strategies.
7. Expand Student Affairs services to and involvement with alumni in recognition of their continuing role in the University community, and build a history of interaction and a record of stewardship to set the stage for future collaborations and development efforts.
8. Examine fee-for-service opportunities within the colleges.
9. Bolster fundraising activities through hosting campus visits by potential donors.
10. Form an advisory group to promote Student Affairs community involvement and ensure coordination with External Relations.
11. Increase interaction with Government and Community Relations to expand legislative understanding of Student Affairs' issues.
12. Create a Parent/Family newsletter with information highlighting student life and community involvement.
13. Schedule the Vice Chancellor or designee to attend Parent Programs.
14. Identify target areas geographically and host SA receptions for parents with the VCSA and College Deans.
15. Hold separate receptions for current parents, prospective students and parents, and alumni in strategic locations.
16. Expand opportunities for visitation and tours of SA facilities during recruitment period, new student orientation programs, and family reunions/parents days.
17. Clarify our role in seeking more extensive interaction with the community based on core interests: recruitment, retention, graduation, student outreach, external funding, and diversity initiatives.
18. Expand existing Student Affairs services and explore opportunities to extend additional services and programs to alumni.
19. Identify types of leaders and groups that share SA interests and goals and engage them in relationship-building events on campus and within the broader community.

20. Establish a calendar of community events involving these allies and, when appropriate, encourage significant UCSD SA presence, including students, staff, and alumni.
21. Assess the current level of community involvement within each SA unit and the potential for increased interaction.

### **III. Demographic Changes in the Student Population**

#### **Action Items**

1. Establish a Test Preparation Center that provides all UCSD students with low-cost access to preparation for various graduate and professional education admissions tests.
2. Expand the availability of undergraduate research opportunities to include the equivalent of one-third of upper division students.
3. Seek to expand internship opportunities to include the equivalent of one-third of upper division students.
4. Monitor the preparation of UCSD graduates for post-UCSD graduate/professional schools and employment.
5. Expand graduate and undergraduate student participation in study abroad opportunities, the UC/DC program, and college exchange programs by doubling the rate of participation by 2010.
6. Institutionalize and enhance SA programs to strengthen student interpersonal and communication skills – e.g., Express to Success Program, Toastmasters, Speech/Debate Team, public speaking courses, related training for residential life programs, active learning workshops through OASIS -- and encourage prospective transfers to include speech courses in their academic preparation for UCSD.
7. Assign a high priority to the implementation and communication of new admissions criteria, procedures, and objectives.
8. Establish selection criteria that minimize the probability of students experiencing academic difficulty at UCSD.
9. Institute outreach programs to boost the academic performance of students most at risk for experiencing academic difficulty.

10. Broaden and enhance lines of communication between and among SA staff and student sub-populations.
11. Implement consistent high-quality cross-cultural training, education programs, and social events for all new and continuing students.
12. Provide all SA staff with basic and advanced diversity education training to include intercultural components, experiential learning, and opportunities for cross-cultural dialogue.
13. Have the Colleges regularly conduct assessments and initiate corrective actions and services for underrepresented students in collaboration with appropriate units within Student and Academic Affairs.
14. Provide need-based scholarships and extramural grants for new and continuing low-income and first-generation students so they can participate in enrichment activities (i.e., study abroad, undergraduate research opportunities, internships, etc.)
15. Adjust financial aid policies to lower financial barriers that often impede low-income and first-generation students.
16. Increase outreach efforts to encourage a higher rate of participation in enrichment programs and activities for low-income, first-generation, and male students.
17. Be observant of trends at other institutions and determine how they may be relevant at UCSD.
18. Expand recruitment and yield activities to target the male population.
19. Monitor programs and services to ensure that they serve both men and women equitably.

#### **IV. Changes in Student Needs and Expectations**

##### **Action Items**

1. Develop a one-unit career development course that is open to all students, but targets undeclared sophomores and juniors.
2. Initiate discussions with selected academic departments to explore the inclusion of more courses and independent study with career-specific implications.

3. Expand e-job fairs and e-career advising targeted to special populations.
4. Coordinate special outreach efforts to attract major employers not currently using the Career Services Center, e.g., employers utilizing services at UCB and UCLA, but not UCSD.
5. Intensify efforts to extend Opportunity Alliance membership and benefits to corporations participating in departmental corporate relations programs.
6. Establish a Center for Student Leadership, Engagement and Service dedicated to fostering a spirit of engagement among its participants.
7. Establish a community service council, including San Diego community leaders, to explore and develop new service learning opportunities beneficial to both students and the broader community.
8. Establish a leadership advisory committee to encourage students to participate in critical skill areas, identifying related activities via a web-based process leading to a co-curricular transcript.
9. Take the lead in coordinating events, programs, and activities that promote tradition and a sense of community for students.
10. Continue the planning and design process for construction of the Student Academic Services Facility, University Centers, the International Center expansion, and sports and college facilities.
11. Influence legislators and the Office of the President to ensure-adequate funding for financial aid.
12. Expand use of development efforts to supplement financial aid with private sector dollars.
13. Establish a career education outreach program targeted to low-income students, providing paid internship opportunities and specialized career advising services.
14. Build internship efforts to include: expansion of the Career Services Center (CSC) Supersite; systematic development of internships targeted to student interests; expansion of availability of academic credit for internships through AIP; expansion of the UC/DC program; greater collaboration between the CSC and the AIP.

15. Utilize the SA Professional Development Committee to supplement customer service training.
16. Incorporate customer service criteria into the appraisal processes of all SA departments.
17. Instruct each SA department to submit a three-year technology service delivery plan to the VC, and create a list of SA consultants with technological expertise who could provide support as needed.
18. Improve methods of informing faculty about disability needs and services, ADA law, and the costs associated with related services.
19. Establish cost-sharing plans with Academic Affairs/departments, at least at the graduate/professional school level, to meet increasing demands and costs.
20. Explore extramural funding opportunities for support of needed infrastructure.
21. Increase representation of students and SA staff on advisory committees that influence policy for childcare, parking and housing, and deploy data from student satisfaction surveys that address student needs in those areas.
22. Explore the feasibility of SA-funded housing and parking facilities.
23. Establish a process for SA staff and students to report safety and security concerns to relevant SA administrators.
24. Selectively examine and expand student safety issues, and address areas of inadequacy, e.g., bicycle safety, skateboards, AOD.
25. Increase safety education and outreach to all students and their dependents, particularly to graduate and professional students and their dependents residing on and off-campus.

## **V. Evolving Technology**

### **Action Items**

1. Establish an SA long-range planning committee to identify and recommend funding strategies to provide technological enhancement

and staff development services. Consider such possibilities as setting aside a portion of new Registration and Education fees over the next ten years, enacting user fees, or levying departmental taxes based upon usage/operating budget/FTE.

2. Create a new SA unit for Technological Development that features a “help desk” or web user liaison to ensure quality control and high standards for web design.
3. Provide incentives for staff to learn, adopt, and apply new technologies to respective service areas.
4. Modify SA promotion, hiring, and merit criteria to incorporate and reflect the value of technical skills and knowledge throughout Student Affairs.
5. Establish clear guidelines for developing priorities within SA for web development and enhancement, guided by a philosophy of enhancing student outcomes.

## **VI. Human Resources/Staff Development**

1. Expand the existing Student Affairs Professional Development Committee by adding several mid- and senior-level personnel. Charge the committee with recommending strategies to revitalize the “learning environment” throughout Student Affairs, to prepare staff to use new technologies more effectively, and to develop training approaches that enhance delivery of services (building on prior staff development work in the customer service area) and improve inter-departmental communications.
2. Develop plans and strategies to assure that compensation and internal promotion are more responsive to relevant market information.
3. Develop large-scale staff development events that infuse Student Affairs with state-of-the-art knowledge and techniques.
4. Develop Strategies and programs to enhance Student Affairs staff satisfaction and morale.

**APPENDIX D**

**STRATEGIC BASELINE DATA, OBJECTIVES, AND  
SUPPORTING DOCUMENTS**

To be revised in late October when updated information is available (PDF Format).

