Overview for Today

- Welcome
- 5-7 minutes per group
- Audio recording along with PDF of powerpoint will be available next week to share.
- DASA Committees
- Getting feedback
- Questions
Implementation Team 1A

Strategy 1.1: Establish a process for students to develop Personal Strategic Plans that assists them in identifying opportunities to participate in activities that enhance their health and wellness, high-impact practices, student organizations, co-curricular activities and opportunities to expand their exposure to US and global diversity and culture

Initiatives:
- Develop co-curricula to help guide purposeful student involvement and meaningful connections to curricular learning (1.1.1)
- Develop and implement a co-curricular transcript (1.1.2)
- Develop and distribute to faculty a co-curricular programming guide that can support curricular learning (1.1.3)
Product

A co-curricular transcript that supports different co-curricula, complemented by a co-curricular guide

Year One: Develop recommendations for implementing a co-curricular transcript and build infrastructure to support multiple co-curricula
- Fall 2014: Research and develop transcript and accompanying co-curriculum (i.e. Global Leadership). Determine necessary resources to support the model.
- Spring 2015: Finalize recommendations and submit report.
- Summer 2015: Build co-curricular transcript in CollegiateLink

Year Two: Implement two (2) co-curricula and produce and distribute co-curricular guide

Year Three: Implement remaining recommended co-curricula and add coordinator position to support model long-term
Implementation Team 1B

Strategy 1.2: Expand and enhance the First Year Experience

Initiatives:
• Evaluate and expand NC State First Year programs to ensure that they are meeting the needs of incoming first year students (1.2.1)
• Complete the transition of Summer START and Transfer START into DASA and expand the programs to meet the needs of more students (1.2.2)

Strategy 1.4: Develop second year student experiences

Initiatives:
• Identify and evaluate existing programs and services for second year students (1.4.1)
• Develop effective programming (during Wolfpack Welcome Week and throughout their second year) to increase retention and progress towards degree (1.4.2)
Product
A comprehensive First Year Experience and the creation of experiences that promote the success and retention of second year students.

- Year one: Recommend a three-year plan for the implementation of First Year Experience and Second Year Experience programs
  - October/November: Inventories & Needs Assessment
    - Inventory of current NC State and peer institutions practices and related to FYs and SYs
    - Identification of assessment needs and evidence of program impact
  - December-February: Review Data and Identify Gaps
  - March: Recommendations for FYE/SYE Programs
- Years two & three: Implementation and assessment of recommendations to more effectively address the needs of FYs & SYs
Implementation Team 1C

Strategy 1.3: Develop transfer student experiences

Initiatives:

• Identify and evaluate existing programs and services for transfer students (1.3.1)

• Develop effective programming specifically for transfer students to ensure they are aware of all opportunities available to them in their academic journey (during Wolfpack Welcome Week and throughout their first year) (1.3.2)
Implementation Team 1C
Transfer Student Experiences

Year 1:
August – December: Member Identification / Research
• Members/Consultants from Colleges / EMAS / Students
• Evaluate current services (Colleges & DASA)
• Review current data / trends
• Review services from outside sources (UCLA, VCU, AppState)

January – March: Gather Qualitative Data
• Focus groups: Students / Faculty / DASA staff
• Review focus group outcomes

April: Make Recommendations for Experiences / Needs

Years 2 & 3: Implementation of Recommendations
Implementation Team 2A
Transfer Advising

• Goal: Establish Transfer Advising Coordinator position to provide academic advising to transfer students during the admissions process to improve understanding of course transfer credits, selection of majors and graduation timelines.

• This year we will conduct research and gather information about how to establish the position and deliver it’s services. A “home” and funding model for the position will be identified.

• Conversations with EMAS and Admissions will be scheduled to gather their ideas and feedback.

• We hope to gather enough information in the next six months to have a job description ready in the spring of 2015.
Implementation Team 2A
Alignment of Excellence Programs

• Exploratory conversations with the University Honors Program, University Scholars Program, Fellowship Advising, Caldwell Fellows Program, Goodnight Scholars Program.

• Emerging themes:
  A. Structure
  B. Programming
  C. Communication
  D. Recruitment and admissions
  E. Branding and presentation of programs to external audiences
  F. Resources

• Additional conversations planned with Undergraduate Admissions, Park Scholarships, Undergraduate Research.

• Timeline: Conversations completed by mid-November. List of recommendations for 2015-16 produced by mid-December.
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Implementation Team 2B - Academic

Initiatives:
- Align academic functions and departments in DASA (2.1.2)
- Serve as incubator/home for interdisciplinary undergraduate curricula (2.1.3)
- Develop procedures to identify and manage service-learning courses, including etc. (2.1.11)

Vision:
- DASA facilitates development of interdisciplinary academic programs
- Within DASA
- Outside DASA
Product
To Assist in Assessing the Capacity for DASA to Create a University College and a General Studies/Multidisciplinary Degree

• Complete a survey of the University College structures at large, public universities
  – How do they promote interdisciplinary academic programs?
  – Where do they sit within the institution? administered, budget, facilities, faculty, curricular/co-curricular, mission, headcounts…

• Complete a survey of General Studies/Multi/Interdisciplinary Entrepreneurship degrees at large, public universities
  – How do they promote interdisciplinary academic programs?
  – Where do they sit within the institution?
  – How well do they serve students?
  – What are resources are necessary?
Implementation Team 2B

Engaged in involving Campus:

The Team connects to:

University College Implementation Team
Other DASA Teams

May expand to include representatives from other colleges, student services, UCCC, Office of Faculty Development, faculty engaged in exemplary service learning courses...
Metrics and Data Needs

• Estimates of current enrollments in interdisciplinary academic programs

• Projected enrollment trends for existing interdisciplinary academic programs

• Projected impacts of the University College and/or General Studies degrees on enrollments

• Projected impacts of other mechanisms for adding interdisciplinary academic programs within and outside of DASA

• Define campus/UCCC Service Learning courses and initiatives; identify courses in the catalog (SL attribute)
Questions and Discussion

Your Ideas and Suggestions are always Welcome

- How can interdisciplinary academic programs become a larger part of the fabric on NC State University?

- What are the impacts on existing academic structures and academic programs that also have a co-curricular mission?

- What are the impacts on existing student support structures?

- How can DASA facilitate the transition to more integrated academic programming across existing departments and academic colleges?
Implementation Team 2C
Increase Participation in HIPS

Initiatives:
• Increase participation in undergraduate research and scholarly creativity (2.2.1)
• Increase participation in living and learning villages (2.2.2)
• Increase participation in service and community based learning (2.2.5)
• Increase participation in study abroad, alternative spring break etc. (2.2.6)
• Expand access to academic support services like tutoring, advising, disability services, and counseling services (2.2.8)
• Increase participation in cooperative education programs, internships, and other career-related programming (2.2.10)
Implementation Team 2C
Increase Participation in HIPS

• Develop implementation recommendations
  (Report completed by mid-Spring 2015)
  • Focus on: Access for targeted populations (first generation, low SES, underrepresented students (varies by HIPS)
  • Review policies/practices that inhibit participation
  • Develop plan for common data collection/impact studies
  • Develop collaborative development plan for HIPS

• Create a HIPS work team (Year 2)

• Implement recommendations (Years 2-3)
Implementation Team 2C
Increase Participation in HIPS

Student Engagement
Shift Your Education into Overdrive

Want to succeed in school?
Shift your education into overdrive.

To get the most out of your education, you need to do more than go to class and take tests. The most successful students take advantage of opportunities such as study abroad, internships, service learning and undergraduate research. Students who participate in these types of activities get better grades and are more likely to stay in school. In other words, these activities have a positive impact on student success. So do yourself a favor and check out NC State’s student engagement programs.

http://studentengagement.ncsu.edu/
Implementation Team 2D
Common Intellectual Experiences

Initiatives:

• Expand First Year Inquiry (FYI) program to make FYI courses available to all first-year students (2.2.3)
• Provide opportunities for second-year students to enroll in inquiry-based courses (2.2.4)
• Promote the development of common intellectual experiences on campus to include enhancing our Common Reading Program (2.2.7)
• Promote campus-wide seminars, workshops, symposia, and cultural events that serve students across all majors (2.2.9)
• Enhance students’ higher-order thinking competencies, including critical evaluation, creative thinking, and reflection on their own thinking, through our institutional Quality Enhancement Plan (2.2.11)
2D Timeline

Fall 14 (Q1) - Analysis of NC State & review of best practices

Fall 14 (Q2) - Solution generation

Spr 15 (Q3) - Focus groups (faculty, staff, students)

Spr 15 (Q4) - Final report
2D Key Deliverables (tentative)

• More robust faculty development centered in inquiry-based pedagogies.

• Central platform to connect current courses with out-of-class experiences, and out-of-class experiences with academic components.

• Methods to incentivize faculty, staff, student creation of, participation in, and commitment to community-based intellectual engagement.
Implementation Team 3A

**Strategy 3.1:** Promote success of non-traditional students by enhancing existing support structures and creating new ones where needed

**Initiative:**
- Work with EMAS to establish a Military Support Center for all military-affiliated students, faculty, and staff (3.1.1)
Implementation Team 3B

**Strategy 3.1:** Promote success of non-traditional students by enhancing existing support structures and creating new ones where needed

**Initiative:**
- Enhance services for international students in collaboration with the Office of International Affairs (OIA) (3.1.2)
Implementation Team 3C

**Strategy 3.2:** Develop student pride through traditions, the celebration of achievement and excellence, and other supporting activities

**Initiatives:**

- Work more closely with all facets of the campus community to identify and promote campus activities and traditions (3.2.1)
- Review the Pride in Place report and implement recommendations appropriate to DASA (3.2.2)
Implementation Team 3D

Strategy 3.3: Strengthen campus commitment to diversity and inclusion

Initiatives:
• Increase collaboration with the Office of Institutional Equity and Diversity (OIED) and OIA to promote US and Global diversity initiatives (3.3.1)
• Establish a DASA Task Force on Diversity and Inclusion (3.3.2)
• Enhance commitment to diversity and inclusion through community outreach to K through 12 or pre-college programs (3.3.3)
Implementation Team 3D

Strategy 3.3: Strengthen campus commitment to diversity and inclusion

Year One:

• Launch needs assessment survey to guide formation of DASA Task Force on Diversity and Inclusion, 3.3.2, (mid-November 2014)
• Committee to review needs assessment results, campus climate data, best practices, etc., to make recommendations for forming DASA Task Force and its role (December 2014)
• Formalize DASA Task Force (December 2014-January 2015), define specific tasks related to initiatives 3.3.1; 3.3.3
  • Create implementation plans for addressing tasks tied to 3.3.1; 3.3.2 (January- February 2015)
  • Begin developing assessment plans where possible (Spring 2015)
• Begin enacting tasks as possible (Spring 2015)
Implementation Team 4A

**Strategy 4.1:** Lead campus efforts to improve retention, persistence, and graduation rates

**Initiative:**
- Utilize student success literature to develop a research model to determine impact of programs and identify new strategies to impact student success (4.1.5)
Product: Theoretical Model for Retention

- Year one: A practical theoretical model based on research, theory and models
  - Draft by May

- Year two:
  - Vetting with faculty and staff June-Sept
  - Final by October/November
  - Mapping with units (concepts not programs) January
  - Resource Sheets (possibly breaking out into smaller groups) Spring 2015
  - Book club or other way to provide professional development for DASA
Implementation Team 4B

**Strategy 4.3:** Identify and develop academic policies and procedures that promote student success

**Initiatives:**

- Define and implement structures and strategies that ensure compliance with academic policies, regulations, and rules in fostering student success (4.3.1)
- Align processes to ensure compliance with accreditation, UNC-GA, and legislative policies (4.3.2)
- Enhance communications to faculty, colleges, and advisors regarding academic policies and procedures related to course and curriculum development, the General Education Program (GEP), and student success initiatives (4.3.3)
Product
A Web-based communication plan with a “hub” and push/pull messages

• Year one: Develop buy-in from campus and build content for the “hub”
  – Get buy-in/partners: October/November
    • EMAS-team member
    • Colleges and other advising groups- team members or consultants
    • Students-team members and consultants
  – Explore current and past attempts: October through December
  – Build content: January-April

• Year two: Build a web presence for the “hub” and develop strategies for additional messaging
Implementation Team 5A - Development/Alumni

Strategy 5.1: Establish a DASA Development Office and a culture of development in DASA.

- Appointed Executive Director of Development; in final stages of hiring Assistant Director of Development
- Establishing culture of development is ongoing process. Working to engage all departments, get buy-in, ensure understanding of development process
- Identified peer institutions with student and/or academic affairs development functions

Initiative: Next step is to survey peers about development successes, strategy

Initiative: Researching other colleges/units to analyze ROI of advisory boards - Created/distributed survey to assess effectiveness of existing boards
Implementation Team 5A - Development/Alumni

Strategy 5.4: Strengthen DASA advisory boards to provide maximum support to DASA programs.

• Partnering with FYC advisory board to strengthen development activity

Strategy 5.5: Enhance relationships with alumni.

• Must first strengthen quality of data in order to identify alumni

• Partnering with Assessment, OIT, Advancement Services to identify DASA alumni

• Discovery work to be done beginning 2015
Implementation Team 5A - Communications

Strategy 5.2: Develop a comprehensive and robust communications capacity to inform, educate, and engage stakeholders.

Initiative: Communications audit July-November 2014

• Results of internal communications survey discussed with DASA leadership; will be distributed to unit (TBA)

• Communications strategy based on web strategy of creating themes for each department. Timetable: now-fall 2015

• Alumni communications
Implementation Team 5B
Facilities, Business & Support Services

**Strategy 5.3:** Reorganize and enhance facilities and division level services

**Initiatives:**
• Evaluate opportunities for bringing programs and services into closer proximity and/or into locations that serve students where they live and learn (5.3.1)
• Renovate existing space for multiple uses that promote new ways to learn, interact and grow, e.g., Hunt Library (5.3.2)
• Develop, maintain and regularly evaluate Division resources (facilities, personnel, funding) (5.3.4)

**Strategy 5.6:** Deepen the culture of assessment throughout the Division

**Initiative:**
• Improve data acquisition (e.g., ID Card swipes) across DASA programs to improve program assessment (5.6.2)
What we hope to accomplish

• This year we will
  – Interview each DASA department heads to assess their services, resources, spaces, and potential needs. We also want to collect a list of concerns related to current state, future needs, and possible resources.
  – Evaluate structure and provision of essential business services by collecting departmental org charts for review, hold forums to discuss service delivery, and perform individual interview with key stakeholders.
  – Meet with Vice Provosts for validation of findings and additional information from their perspectives after interviewing departments to collect results,
  – Prepare a summary of the findings with a list of recurring themes and potential immediate recommendations
What we hope to accomplish

• Year 2 and 3
  – Follow interviews with DASA department adding a component of how assessment is being performed to provide effective, on-going services
  – Provide recommendations and guidance on implementation
Steps we are taking to get there

• Prepared a set interview questions and had them reviewed by goal leader. - completed
• Schedule and complete interviews with department heads by start of spring 2015 semester
• Schedule and complete interviews and forums (attend an existing meeting) with key stakeholders in essential business services by mid spring 2015 semester
• Data compilation and analysis by end of spring 2015 semester
• Meet with Vice Provosts early summer 2015
• Prepare summary by mid summer 2015
Who we intend to include

- No one has been brought in at this time.
- We intend to identify representatives from other colleges who have successful business operations structures.
- Reach out to Central office leadership for additional information on University level processes and procedures.
- Identify some peer institutions and review their org structures and delivery of business functions.
Implementation Team 5C - Assessment

**Strategy 5.6:** Deepen the culture of evidence throughout the Division Initiative:

- Require all units to participate fully in assessment of their programs for effectiveness (5.6.1)
Goal

• Understand, promote, and support the culture of evidence within DASA

Deliverables/Products

• Report on the culture of assessment within DASA and make recommendations for improvement (if necessary)
• Recommendations for program review process for DASA units
• Recommendations for improved collection, access, and sharing of student-level data by individual DASA units
Steps and Timeline

• **Culture of Assessment**
  – Currently conducting individual interviews with DASA staff regarding assessment (through end of Fall 2014)
  – Currently exploring best practices for collection and use of evidence from peer institutions (through end of Fall 2014)
  – Produce report on culture of assessment with recommendations for changes/improvements (early Spring 2015)

• **Program Review Process**
  – Research NC State Academic Program Review process and co-curricular program review processes at peer institutions (mid to late Spring 2015)
  – Provide formal recommendations for DASA Program Review process (late Spring 2015)
Steps and Timeline

• **Student-Level Data**
  – Gather information on student-level data collection within DASA units and across university (Summer 2015)
  – Report and recommendations on promoting collection, use and sharing of student-level data within DASA (Summer/Fall 2015)

Stakeholders & Contacts

• **DASA Assessment contacts** – interviews regarding assessment
• **Peer Institutions** – benchmarking assessment processes and program review structure
• **Carrie Zelna** – NCSU Academic Program Review process
• **Registration & Records, Enrollment Management, OIRP** – information about availability and use of student-level data
Where do we go from here?

• November – Online submission of plan(s) with proposed timeline(s).
• December – Goal team leaders will review plans/timelines.
• February – Update on strategic plan at the Leadership Team Meeting and another Townhall.
• Fluid process
• Involvement of campus partners

http://dasa.ncsu.edu/strategic-planning/