Strategic Plan Update Fall 2016

New Initiatives

1: Promoting student success through personal responsibility in a supportive environment
   1.6.1: Recommend and implement institutional wellness policies based on best practices from peer and aspirational institutions (Examples may include: wellness breaks in academic calendar, extended lunch hour for wellness activities and/or building a healthy physical environments). Develop and implement a centralized communication strategy for wellness. Develop and implement a Student Wellness Advisory Group/Board. Determine and execute a comprehensive health and wellness assessment plan (to organize NCHA-ACHA II, Gallup Wellbeing Survey, Core Alcohol & Drug Survey, etc).

2: Promoting student success through educational innovation and intellectual growth
   2.1.6: Study the potential for a Multi or Interdisciplinary Bachelor’s Degree program

3: Promoting Student Success through Engagement
   3.3.4: In addition to current diversity initiatives at the unit level, the DASA Diversity Committee formed in 3.3.2 will develop a diversity plan for the Division

4: Providing Leadership for Student Success
   4.1.6: Create a space for an Academic Success Center that includes tutoring and writing services, academic advising, and career advising.
   4.2.4: Implement the Advising recommendations as per the UAAC Report from Spring 2016

5: Developing and Stewarding Resources for Organizational Excellence
   5.7.1: Host a conference highlighting the impacts of partnerships of the curricular and co-curricular

Phase 2

1: Promoting student success through personal responsibility in a supportive environment
   1.1.3: Develop and distribute to faculty a co-curricular programming guide that can support curricular learning. (2013-2016 [C])
   1.5.1: Develop a mentoring program for first-year students that connect them to faculty, professional staff, and upper-division students. (2016-2020)

2: Promoting student success through educational innovation and intellectual growth
   2.1.5: Align programs of excellence to include University Honors, University Scholars, and other programs as appropriate. (2013-2016; Start Jan 2014-End July 2015)
   2.2.1: Increase participation in undergraduate research and scholarly creativity across all colleges and improve our tracking of these activities. (2013-2016; Start Jan 2014-End July 2015)
   2.2.2: Increase participation in living and learning villages among incoming freshmen and provide more opportunities for upper-division students to continue to participate in the villages. (2013-2016; Start Jan 2014-End July 2015)
2.2.6: Increase participation in Study Abroad, Alternative Service Breaks, and other educational programs that enhance understanding and appreciation for diversity and cultural differences. (2013-2016; Start Jan 2014-End July 2015)
2.2.9: Promote campus-wide seminars, workshops, symposia, and cultural events that serve students across all majors. (2013-2016; Start Jan 2014-End July 2015)
2.2.10: Increase participation in cooperative education programs, internships, and other career-related programming.

3: Promoting Student Success through Engagement
3.5.1: Implement the proposed Engaged Public Service Scholars Program or a similar best practice to formally record, recognize and reward student civic engagement. (2013-2016; Start 2015)

4: Providing Leadership for Student Success
4.1.2: Work with campus partners to improve use and effectiveness of early warning systems.

5: Developing and Stewarding Resources for Organizational Excellence
5.5.2: Develop programs to bring alumni back to participate in programs, mentoring opportunities, etc. (2016-2020; Start Fall 2016-End Spring 2017)

In Progress
1: Promoting student success through personal responsibility in a supportive environment
1.1.1: Develop a co-curriculum to help guide purposeful student involvement and meaningful connections to curricular learning. (2013-2016 [C])
1.1.2: Develop and implement a co-curricular transcript. (2013-2016 [C])

2: Promoting student success through educational innovation and intellectual growth
2.1.2: Strategically align academic functions and departments in DASA with clear lines of communication and governance. (2013-2016; Start Jan 2014-End July 2015)
2.2.12: Develop procedures to identify and manage service-learning courses, including a formal rationale, criteria and objectives for designating service-learning courses, a process and mechanism for formal recognition of these courses, and a set of best practices for promoting, managing and supporting student, faculty and staff service-learning activities. (2013-2016; Start 2015)

3: Enhance services for international students in collaboration with the Office of International Affairs
3.2.2: Review the Pride in Place report and implement recommendations appropriate to DASA. (2013-2016; Start 2014)

4: Providing Leadership for Student Success
4.1.5: Utilize student success literature to develop a research model to determine impact of programs and identify new strategies to impact student success. (2013-2016; Start 2013-End 2016)
4.3: Identify and develop academic policies and procedures that promote student success. (2013-2016; Start 2014)
5: Developing and Stewarding Resources for Organizational Excellence

5.5.1: Enhance communications with alumni who have been active in our programs and activities. (2016-2020; Start Fall 2015-End Spring 2016)

5.6.2: Improve data acquisition (e.g., ID Card swipes) across DASA programs to improve program assessment. (2013-2016; Start Spring 2014-End Fall 2014)

Complete

1: Promoting student success through personal responsibility in a supportive environment

1.2.1: Evaluate and expand NC State First Year programs to ensure that they are meeting the needs of incoming first year students. (2013-2016 [B])

1.2.2: Complete the transition of Summer START and Transfer START into DASA and expand the programs to meet the needs of more students. (2013-2016 [A])

1.3.1: Identify and evaluate existing programs and services for transfer students. (2013-2016 [B])

1.3.2: 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). (2013-2016 [B])

1.4.1: Identify and evaluate existing programs and services for second year students. (2013-2016 [B])

1.4.2: Develop effective programming (during Wolfpack Welcome Week and throughout their second year) to increase retention and progress toward degree. (2013-2016 [B])

2: Promoting student success through educational innovation and intellectual growth

2.1.1: Provide an academic home for exploratory students at NC State where they will receive exceptional advising and guidance while finding their major. (2013-2016; Start Jan 2014-End July 2015)

2.1.4: Establish a transfer advising center that explicitly meets the needs of intra-campus and external transfer students. (2013-2016; Start Jan 2014-End July 2015)

2.2.8: Expand access to support programs like tutoring, writing support, disability services, and counseling services. (2013-2016; Start Jan 2014-End July 2015)

3: Promoting Student Success through Engagement

3.1.1: Work with EMAS to establish a Military Support Center for all military-affiliated students, faculty, and staff. (2013-2016; Start 2015)

3.1.2: Enhance services for international students in collaboration with the Office of International Affairs (OIA). (2013-2016; Start 2015)

3.3.2: Establish a DASA Task Force on Diversity and Inclusion. (2013-2016; Start 2014)

3.3.3: Enhance commitment to diversity and inclusion through community outreach to K through 12 or pre-college programs. (2013-2016; Start 2015)

4: Providing Leadership for Student Success
4.1.1: Establish an Associate Vice Chancellor or Vice Provost for Student Success who is responsible for coordinating and monitoring student success initiatives campus-wide. (2013-2016; Start Spring 2014)
4.1.3: Collaborate with the Office of Institutional Research and Planning (OIRP) and the Office of Information Technology (OIT) to develop real time data access and improve the collection, analysis, and use of student data to better predict problem areas and intercede with target populations. (2013-2016; Start Spring/Summer 2014-End 2015)
4.1.4: Work with campus partners to identify, revise, and develop policies and processes that enhance student progress towards degree completion. (2013-2016; Start 2013-End 2014)
4.2.1: Develop and deploy the Advising Academy to provide exceptional training and professional development opportunities for all professional and faculty advisors. (2013-2016; Start 2013-End 2013)
4.2.2: Provide an advising syllabus that provides direction for all advising processes on campus. (2013-2016; Start 2013-End 2014)
4.2.3: Identify and employ technologies to track and improve student progress to degree. (2013-2016; Start 2013-End 2014)
4.3.4: Fully implement the new CourseLeaf software incorporating the appropriate approval workflow, syllabus tool, master syllabus, and course/curricula forms. (2013-2016; Start Spring 2014-End Fall 2015)

5: Developing and Stewarding Resources for Organizational Excellence
5.1.1: Hire a DASA Director of Development. (2013-2016; Start Fall 2013-Completed)
5.1.2: Establish a DASA-wide Development Advisory Board and consider the creation of new subunit advisor boards or council as needed to inform and support the work of DASA. (2013-2016; Start Fall 2015-End Spring 2016)
5.2.1: Complete a communications audit and disseminate and discuss within DASA. (2013-2016; Start Fall 2013-End Spring 2014)
5.2.2: Implement a comprehensive communications strategy. (2013-2016; Start Spring 2014-End Spring 2016)
5.3.1: Evaluate opportunities for bringing programs and services into closer proximity and/or into locations that serve students (Start Fall 2014-End Spring 2016)
5.4.1: Assess current advisory boards to determine their effectiveness and consider opportunities for development relationships with board members. (2013-2016; Start Fall 2015-End Spring 2016)
5.6.1: Require all units to participate fully in assessment of their programs for effectiveness. (2013-2016; Start Fall 2014-End Spring 2015)