



NC STATE UNIVERSITY

Division of Academic and Student Affairs

DASA Strategic Plan

2013-2020

March 17, 2014



The Context for Strategy

The Changing Environment

The strategic plan for the Division of Academic and Student Affairs (DASA) creates direction and value for our students, faculty, partners, and our communities and state as well as the global community of which we are all a part. We recognize that now more than ever, the higher-education landscape is changing rapidly. This calls us to focus on where we will have the most direct impact on the future of the division and our students such as technological advances, economic uncertainty, and a competitive job market. Over the past academic year, we have focused our work on exploring what the future might be like for our students and in turn, how we must reshape ourselves to meet their needs. This plan focuses on five broad goals supported by a number of strategies that will change as necessary to adapt to a shifting environment.

Guiding principles for Strategic Planning

1. The Vice Chancellor and Dean, Division of Academic and Student Affairs (DASA) provides a vision and central leadership for student success efforts across the university.
2. Consistent with theories of student development and best practices across higher education, DASA will promote a holistic and integrated approach to student success that spans all the years of the student experience at NC State University.
3. The DASA holistic approach to student success integrates student transition, socialization, and wellness efforts, along with curricular, co-curricular, and academic support programs.
4. Central to this holistic approach are strategic partnerships that enable us to align and coordinate policies, practices, and resources to enhance student success efforts across the university.
5. The DASA model of student success consists of three components; personal responsibility, intellectual growth, and engagement.

Mission Statement

At our core, we promote the success of the whole student. In collaboration with our colleagues across campus, we prepare students to succeed academically, professionally and personally, to embrace a commitment to lifelong learning, and to become informed, engaged, and productive citizens.



Division of Academic and Student Affairs

Vision Statement

To transform lives and inspire student success by helping every student achieve, graduate, and realize their full potential.

Values

We accomplish our mission in a culture of excellence, characterized by the recruitment, development and retention of outstanding faculty and staff in the division, and through the employment of strategic partnerships, collaboration, and leadership across campus in an environment of respect and integrity. We value:

- Building inclusive and diverse student communities that support active learning and personal and professional development.
- Providing high-impact experiences and learning opportunities that promote intellectual growth, cultural and self-awareness, leadership, teamwork, and critical and creative thinking.
- Providing residential environments that are safe, innovative, and that connect students deeply to life at the university.
- Providing academic, cultural, health and recreational opportunities (both curricular and co-curricular) that support the development of well-rounded, informed, and intellectually engaged leaders and citizens.
- Providing advising, coaching, and tutoring services that empower students to be self-directed, lifelong learners.
- Contributing to student achievement by providing support to all faculty and staff as they develop new courses and curricula, assess learning, and implement the General Education Program.

Planning Horizon

The planning period begins July 1, 2013, and continues for seven years through 2020. The five goals described below should remain relatively unchanged through the planning period, while the strategies and annual actions associated within each should evolve from year to year in response to the changing environment and opportunities that arise. A revision of the strategies and reconsideration of the goals will occur in three years in 2016.



The 2013-2020 DASA Plan - Goals, Strategies and Initiatives

GOAL ONE: Shape Your Life

Promoting student success through personal responsibility in a supportive environment

Students learn and achieve more when they are challenged to take personal responsibility for their own educational and life journey. Consistent with best-practice models of human development, DASA's role is to help students map their own learning experiences, by 1) increasing awareness of their own potential, 2) increasing awareness and access to all of the academic and developmental opportunities available to them, 3) supporting them throughout their entire experience at NC State University and 4) holding ourselves and every student accountable to fulfill our full potential. Innovative educational experiences, such as interdisciplinary studies, service learning, study abroad, problem-based curricula, work-based learning and entrepreneurship, challenge and inspire students to fully engage in meaningful self-exploration in pursuit of personal achievement.

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. (2013-2016)

Initiative 1.1.1: Develop a co-curriculum to help guide purposeful student involvement and meaningful connections to curricular learning. (2013-2016 [C])

Initiative 1.1.2: Develop and implement a co-curricular transcript. (2013-2016 [C])

Initiative 1.1.3: Develop and distribute to faculty a co-curricular programming guide that can support curricular learning. (2013-2016 [C])

Strategy 1.2: Expand and enhance the First Year Experience. (2013-2016)

Initiative 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])

Initiative 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])

Strategy 1.3: Develop transfer student experiences. (2013-2016)

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

Initiative 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])

Strategy 1.4: Develop second year student experiences. (2013-2016)



Division of Academic and Student Affairs

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

Strategy 1.5: Expand opportunities for each student to have an anchoring relationship with mentoring. (2016-2020)

- Initiative 1.5.1: Develop a mentoring program for first-year students that connect them to faculty, professional staff, and upper-division students. (2016-2020)

GOAL TWO: Open Your Mind

Promoting student success through educational innovation and intellectual growth

DASA's mission includes promoting student success through intellectual growth. This purpose is best achieved when our students progress through their academic programs in a timely manner and are fully engaged in a diverse and intellectually stimulating community of scholars. To this end, DASA seeks to increase the retention, persistence, and success of incoming freshmen, transfer students and international students. Many of our programs provide unique opportunities for expanding a student's horizons beyond what might be found in the majors, while others provide critical support that allows the student to be successful in their major. We are committed to providing relevant and effective programs to support all students in their academic journey.

Strategy 2.1: Establish a University College that serves the needs of undergraduate students. (2013-2016; Start Jan 2014-End July 2015)

- Initiative 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)
- Initiative 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)
- Initiative 2.1.3: Serve as an incubator and, where appropriate, the home for interdisciplinary undergraduate curricula (Environmental Science, First Year Inquiry, Quality Enhancement Plan - QEP, future interdisciplinary degrees). (2013-2016; Start Jan 2014-End July 2015)
- Initiative 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)
- Initiative 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)

Strategy 2.2: Expand access to high impact educational programs and practices. (2013-2016; Start Jan 2014-End July 2015)



Division of Academic and Student Affairs

- Initiative 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)
- Initiative 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)
- Initiative 2.2.3: Expand First Year Inquiry (FYI) program to make FYI courses available to all first year students. (2013-2016; Start Jan 2014-End July 2015)
- Initiative 2.2.4: Provide opportunities for second-year students to enroll in inquiry-based courses. (2013-2016; Start Jan 2014-End July 2015)
- Initiative 2.2.5: Increase participation in service and community-based learning. (2013-2016; Start Jan 2014-End July 2015)
- Initiative 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)
- Initiative 2.2.7: Promote the development of common intellectual experiences on campus to include enhancing our Common Reading Program. (2013-2016; Start Jan 2014-End July 2015)
- Initiative 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)
- Initiative 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)
- Initiative 2.2.10: Increase participation in cooperative education programs, internships, and other career-related programming.
- Initiative 2.2.11: Enhance students' higher-order thinking competencies, including critical evaluation, creative thinking, and reflection on their own thinking, through our institutional Quality Enhancement Plan.
- Initiative 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)

GOAL THREE: Build Your Community

Promoting Student Success Through Engagement

Students learn and develop best when they have meaningful relationships with faculty, staff, and other students. Ideally, these relationships are forged with people from groups and backgrounds different from the student's in order to expand the student's worldview. The possibilities of developing these meaningful relationships are enhanced when students are involved in intentional groups and planned activities. Further, connections to the University are strengthened through participation in tradition-based activities.

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



Division of Academic and Student Affairs

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

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

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

Initiative 3.2.1: Work more closely with all facets of the campus community to identify and promote campus activities and traditions. (2013-2016; Start 2014)

Initiative 3.2.2: Review the Pride in Place report and implement recommendations appropriate to DASA. (2013-2016; Start 2014)

Strategy 3.3: Strengthen campus commitment to diversity and inclusion.

Initiative 3.3.1: Increase collaboration with the Office of Institutional Equity and Diversity (OIED) and OIA to promote US and Global diversity initiatives. (2013-2016; Start 2014)

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

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

Strategy 3.5: Increase student participation in civic engagement activities.

Initiative 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)

GOAL FOUR: Serve the University

Providing Leadership for Student Success

The Division of Academic and Student Affairs has as its primary mission to support the success of the whole student. DASA is uniquely poised in the university organization to provide leadership on student success and support initiatives for all students, as outlined in Goals One through Three above. DASA also has the responsibility for providing leadership in a number of areas that touch on the academic functioning of NC State.

Strategy 4.1: Lead campus efforts to improve retention, persistence, and graduation rates. (2013-2016; Start 2013-2014)

Initiative 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)

Initiative 4.1.2: Work with campus partners to improve use and effectiveness of early warning systems. (2013-2016; Start 2013-End 2015)



Division of Academic and Student Affairs

- Initiative 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)
- Initiative 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)
- Initiative 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)

Strategy 4.2: Lead the campus in improving advising for all students. (2013-2016; Start 2013)

- Initiative 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)
- Initiative 4.2.2: Provide an advising syllabus that provides direction for all advising processes on campus. (2013-2016; Start 2013-End 2014)
- Initiative 4.2.3: Identify and employ technologies to track and improve student progress to degree. (2013-2016; Start 2013-End 2014)

Strategy 4.3: Identify and develop academic policies and procedures that promote student success. (2013-2016; Start 2014)

- Initiative 4.3.1: Define and implement structures and strategies that ensure compliance with academic policies, regulations, and rules in fostering student success. *** (2013-2016; Start 2014-End Summer 2014)
- Initiative 4.3.2: Align processes to ensure compliance with accreditation, UNC-GA, and legislative policies. (2013-2016; Start 2014-End 2014)
- Initiative 4.3.3: 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. (2013-2016; Start 2014)
- Initiative 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)

GOAL FIVE: Ensure Sustainability

Developing and Stewarding Resources for Organizational Excellence

As DASA strives to better serve all students at NC State and provide key services to the colleges and other units, existing resource use will need to be continuously assessed and reallocated and new sources of funding must be identified. The economic environment in higher education nationally and in North Carolina continues to be turbulent and we cannot depend on expanding state appropriations or continuously increasing student fee revenue. Therefore, DASA must find new funding streams to



Division of Academic and Student Affairs

enhance existing programs and develop new initiatives. These new funding streams will include gift and endowment funds, increased grant activities, internal reallocations, and revenue generation from key programs.

As we develop new resources, we must also actively communicate our work to parents, students, faculty, staff, and our stakeholders in the public arena. Our work is important, and we must ensure that those who benefit from or support our work are informed of our successes, challenges, and needs.

Strategy 5.1: Establish a DASA Development Office and a culture of development in DASA. (2013-2016; Start Spring 2014-End Fall 2016)

Initiative 5.1.1: Hire a DASA Director of Development. (2013-2016; Start Fall 2013-Completed)

Initiative 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)

Strategy 5.2: Develop a comprehensive and robust communications capacity to inform, educate, and engage stakeholders. (2013-2016; Start Spring 2014-End Spring 2015)

Initiative 5.2.1: Complete a communications audit and disseminate and discuss within DASA. (2013-2016; Start Fall 2013-End Spring 2014)

Initiative 5.2.2: Implement a comprehensive communications strategy. (2013-2016; Start Spring 2014-End Spring 2016)

Strategy 5.3: Reorganize and enhance facilities and division level services. (2013-2016; Start Fall 2014-End Spring 2016)

Initiative 5.3.1: Evaluate opportunities for bringing programs and services into closer proximity and/or into locations that serve students where they live and learn. (2013-2016; Start Fall 2014-End Spring 2016)

Initiative 5.3.2: Renovate existing space for multiple uses that promote new ways to learn, interact and grow, e.g. Hunt Library. (2016-2020; Start Fall 2016-End Spring 2020)

Initiative 5.3.3: Continuously evaluate division-level services (e.g., DASA Tech, DASA Business Administration) to ensure effectiveness and efficiency. (2013-2016; Start Fall 2014-End Fall 2015)

Initiative 5.3.4: Develop, maintain and regularly evaluate Division resources (facilities, personnel, funding). (2013-2016; Start Fall 2014-End Fall 2015)

Strategy 5.4: Strengthen DASA advisory boards to provide maximum support to DASA programs. (2013-2016; Start Fall 2015-End Spring 2016)

Initiative 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)

Strategy 5.5: Enhance relationships with alumni. (2013-2016; Start Fall 2015-End Spring 2016)



Division of Academic and Student Affairs

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

Initiative 5.5.2: Develop programs to bring alumni back to participate in programs, mentoring opportunities, etc. (2016-2020; Start Fall 2016-End Spring 2017)

Strategy 5.6: Deepen the culture of assessment throughout the Division. (2013-2016; Start Spring 2014-End Fall 2014)

Initiative 5.6.1: Require all units to participate fully in assessment of their programs for effectiveness. (2013-2016; Start Fall 2014-End Spring 2015)

Initiative 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)