



UIC

Office of the Vice Chancellor for Student Affairs

Strategic Plan 2006 - 2016

“Engaging Students for Success”

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Executive Summary

UIC Office of the Vice Chancellor for Student Affairs Strategic Plan

Statement of Strategic Intent

UIC Student Affairs will take a leadership role in engaging students in learning experiences and developing partnerships that result in student success.

Mission Statement

UIC Student Affairs enhances learning and development through programs, services, and facilities that engage students in a dynamic and diverse campus community and foster lifelong success to the benefit of society.

- Student Affairs provides access to excellence by offering students a wide range of out-of-class experiences that build skills in preparation for high levels of academic endeavor and life in a community of scholars. Student Affairs works to remove barriers to success and, in partnership with other campus units, prepares students for life in a technologically challenging and diverse global community.
- Student Affairs incorporates excellence and innovation in the delivery of programs, services, and facilities.
- Student Affairs matches individual student goals for success with appropriate programs and services.
- Student Affairs enhances the quality of campus life for all students and for the faculty, staff, parents, and friends who nurture students' dreams and aspirations.

Summary of Planning Process

The Office of the Vice Chancellor for Student Affairs (OVCSA) Strategic Plan was developed by a representative and diverse committee of staff members who report to the OVCSA and students appointed by the Vice Chancellor for Student Affairs. During the developmental stages, significant input was received from the OVCSA directors and the Vice Chancellor's executive team. Moreover, approximately seventy-five staff members attended an OVCSA professional development program and gave significant feedback about the plan which was introduced during the session. The most recent draft of the plan was reviewed by three external professionals, whose comments were incorporated in the final plan accordingly.

For the purposes of this document, the departments/units that report to the Office of the Vice Chancellor for Student Affairs will be referenced by the term Student Affairs. The departments reporting to the Vice Chancellor fall into three broad categories: Student Development and Support Services, Athletics, and Campus Auxiliary Services. [NOTE: See Appendix I for a complete listing of the Student Affairs departments.]

The OVCSA Strategic Plan is a logical continuation of goals set and achieved for the departments/units for the past several years. Those goals involved:

- A strong focus on student learning and integration with the campus community.
- Programs that address the challenges of engaging commuter students.

- A dedication to providing excellent service throughout our facilities and programs.
- A progressively greater use of assessment and evaluation in decision making.
- A continual upgrade of facilities to support our programs and services.

Vision

We will be recognized for exemplary programs, services, and facilities that engage students in the campus and surrounding communities and contribute to student success for active participation in a diverse global society.

Critical Factors Determining Success

Student Affairs operates within the context of the key challenges confronting the campus at large. We are particularly concerned with maintaining support for the diverse student population that chooses UIC, both in terms of retaining that diversity and in terms of the special forms that support must take. Student Affairs operates under the constraint of numerous local, state, and federal mandates. The financial difficulties of the institution in recent years have had a large impact on Student Affairs, resulting in the loss of several positions and programs. Our success will be determined by the extent to which we are able to become creative in addressing these challenges. With this context as background, we have adopted three goals.

Goals

1. Provide programs and services and operate facilities (partnering with other campus units as appropriate) that enhance student learning and result in student success for our diverse and demographically changing student body. (Aligned with campus goal 1.)
2. Provide programs, services, and facilities (partnering as appropriate with other campus units) that distinguish Student Affairs and UIC as a productive, enjoyable, and welcoming environment. (Aligned with campus goals 5 and 7.)
3. Develop additional sources of funding and manage all resources well. (Aligned with campus goal 6.)

Purpose

Despite reduced financial resources over the past five years, Student Affairs has contributed to the overall improvements that UIC has experienced in student retention, graduation, and success. This planning process and execution of the plan allow us to refocus efforts that may have become under-resourced due to year-by-year budget reductions and to assure that Student Affairs actions are properly engaged with those of the rest of the campus. Our environmental scan and SWOT analysis (strengths, weaknesses, opportunities, and threats) indicate that the impact of our programs and services will increase if we are able to adequately engage with a greater proportion of the student population. The action plans we have adopted are structured to improve participation rates and target key segments of the student population for success that is documented through evaluation and assessment in order to attract additional funding.

Participation

Implementation of the Student Affairs Strategic Plan will require the participation of all staff members employed in our departments. The plan necessitates creativity and a willingness to adopt new approaches to our work. It also invites collaboration with the faculty and provides many new opportunities for students to become full participants in the life of the campus community. While the plan includes ambitious goals that call for new resources, we believe that the success of our students will ultimately lead to increased access to financial resources of stakeholders for the support of future students.

* Note: See Appendix II for an outline of the Student Affairs Strategic Planning Process and listing of planning committee members.

Section 1: Purpose

Mission Statement

UIC Student Affairs enhances learning and development through programs, services, and facilities that engage students in a dynamic and diverse campus community and foster lifelong success to the benefit of society.

- Student Affairs provides access to excellence by offering students a wide range of out-of-class experiences that build skills in preparation for high levels of academic endeavor and life in a community of scholars. Student Affairs works to remove barriers to success and, in partnership with other campus units, prepares students for life in a technologically challenging and diverse global community.
- Student Affairs incorporates excellence and innovation in the delivery of programs, services, and facilities.
- Student Affairs matches individual student goals for success with appropriate programs and services.
- Student Affairs enhances the quality of campus life for all students and for the faculty, staff, parents, and friends who nurture students' dreams and aspirations.

UIC Student Affairs Vision Statement

We will be recognized for exemplary programs, services, and facilities that engage students in the campus and surrounding communities and contribute to student success for active participation in a diverse global society.

UIC Student Affairs Guiding Values

Student Affairs employs dedicated individuals who develop programs and services and operate facilities guided by the following core values in addition to the campus values of **knowledge, openness, access, excellence, collaboration, and caring.**

- We maintain the highest standards of **Ethical Behavior** and **Personal Integrity**.
- We are committed to the development of **Community** inside and outside the campus boundaries where high standards of **Civility** are maintained.
- We provide the highest levels of **Service** to students and to all community members.
- We appreciate and celebrate all aspects of **Diversity** in our community.
- We operate with the highest levels of **Fiscal Responsibility** in our management of funds entrusted to us.
- We capitalize on all opportunities for **Student Learning** throughout our endeavors.
- We embrace **Innovation** by developing solutions based on evaluation, assessment, and research.

Mandates

Student Affairs is subject to the same overall set of mandates as the campus and university. However some mandates and regulations imposed by City, State, and Federal agencies or other regulatory bodies have particular impact on the work and operations of Student Affairs. For example:

- The buildings operated by the Student Centers, Campus Recreation, the Pavilion, and Campus Housing are subject to a host of safety codes.
- The federally funded TRIO programs for low income and first generation college students have strict reporting requirements.
- The Children's Center must comply with Department of Children and Family Services (DCFS) regulations to operate a childcare facility.
- The Office of Student Financial Aid must comply with federal, state, and funding agency regulations and stipulations.

The impact of the various mandates varies from tracking and reporting to more substantive action or communication.

See Appendix III for a detailed federal, state, and city mandate listing.

Section 2: Strategy

Statement of Strategic Intent

UIC Student Affairs will take a leadership role in engaging students in learning experiences and developing partnerships that result in student success.

Student success* has several broadly defined student learning outcome components:

- Cognitive complexity
- Knowledge acquisition, integration, and application
- Humanitarianism
- Civic engagement
- Interpersonal and intrapersonal competence
- Practical competence
- Persistence and academic achievement

UIC Student Affairs programs, services, and facilities have demonstrated positive impact on these learning outcomes but, to meet our vision, we need greater participation throughout the student population. Our Strategic Plan is structured to improve participation rates and target key segments of the student population.

*Reference: *Learning Reconsidered 2: Implementing a Campus-Wide Focus on the Student Experience*, Richard P. Keeling, editor. See Appendix V.

Environmental Assessment

The University and Campus Strategic Plans have documented a variety of environmental conditions that provide the context for our efforts. Student Affairs is affected by those same conditions though to varying degrees. In addition, there are other environmental aspects that loom large over Student Affairs.

- **Demographics and the UIC Student**
The impact of shifting demographics is noted in both the University and UIC plans. While we are not immune from the impacts of the growing underrepresented or adult student populations, the special characteristics of the UIC student have far greater impact and implications for Student Affairs.

Many students choose UIC because it remains the most affordable option for them. But the challenges of paying campus and home bills, holding on to a good job, and, in some cases, caring for other family members or their own families, contribute to the high attrition rates and the length of time to graduation for our students. Most undergraduates choose to commute to campus – often for financial reasons. Living at home is a financial benefit, and part-time (or even full-time) neighborhood jobs can be retained. This reduces the pool of candidates for on-campus student employment and draws students away from campus services and participation in out-of-class activities. These students are often the most challenging for Student Affairs to assist.

UIC students are predominately from the Chicagoland area. As such, they are a microcosm of the global diversity represented in the Chicago area – with no single racial or ethnic group as a majority. In fact, over twenty-five percent of UIC undergraduate students come from groups that are underrepresented in higher education nationally.

For over one-third of UIC freshmen, English is not their first language. Although most of our students report that they are American citizens, many of their parents and/or grandparents were not born in America. The ethnic diversity of our students poses challenges for support services ranging from the need to understand a broad range of cultures to simple language barriers.

While our students exhibit great cultural, linguistic, ethnic, and religious diversity, many are the product of today's pop culture as well. A large number are "Millennials" – technologically savvy consumers, expecting and demanding immediate excellent service, who will look elsewhere quickly if their needs are not met. Each student is a node in a large network, and what one student perceives as an issue is "instant messaged" or "text messaged" to many others. They readily participate in "swirling" – the practice of collecting their academic credits wherever they are most easily available. Their parents are still a big part of their lives and are often referred to as "helicopter parents," who hover overhead and are ready to swoop in to protect their children or fight their battles.

Our students are well prepared to exist in the urban environment. They are experienced users of mass-transit, tolerate noise and crowds and have grown up with a wealth of high caliber cultural, athletic and culinary opportunities available as part

of their environment. Every department within Student Affairs feels the impact of these characteristics of our students on a daily basis in all aspects of our work.

- **Mandates – External and Internal**

Mandates are a fact of life, particularly in a public institution. A list of the federal and state mandates under which we operate is offered elsewhere in this report, but we wish to highlight a few examples to demonstrate how far-reaching they can be.

Much of our work centers around a large number of facilities: student centers, residence halls, dining facilities, and offices. There are numerous codes that have been enacted since the construction of some of our older facilities. Large portions of scarce resources must be dedicated to meeting those codes whenever we do any large renovation projects. Similarly, new construction, particularly on “brown field” campus sites, is subject to scrutiny by the city and state.

An issue related to the construction of the new Student Recreation Facility is illustrative of the external forces affecting our work. Before the city would issue a permit for the foundation work on the building, we were required to locate an abandoned water tunnel that runs under the site. After several hundred thousand dollars of expense (not budgeted, therefore drawn from construction contingency funds) and a three-month delay, the collapsed remains of the tunnel were adequately identified and the permit issued. Similar challenges, added costs, and delays have occurred due to permit issues involving the swimming pool and the domestic water supply tap for the building. These sorts of external mandates are expensive in terms of human and fiscal resources and cause delays that our students find hard to fathom.

Internal mandates and conditions can pose additional challenges for Student Affairs. The challenges of the BANNER system are spelled out in the UIC 2010 Strategic Thinking document. The Civil Service rules regarding bumping have caused the loss of experienced staff. The requirements to pay prevailing minimum wages, particularly in Dining, have led to higher prices that campus consumers question.

- **Fiscal Issues**

Student Affairs has been disproportionately impacted by reduced funding from the state during the past several years. The services and programs offered by Student Affairs are central to the campus’ success; on many of the strategies in the UIC strategic planning document, Student Affairs is likely to be either the primary responsible office or a major partner in achieving the goal. Yet while most areas of the campus have suffered large budget cuts over the past five years, the budget reductions in Student Affairs have been greater. It is imperative that the OVCSA develop and expand funding from sources other than state funds along with the rest of the institution. It will be difficult to achieve our aspirations if there are any further reductions in our historical base funding.

Student Affairs

Competitive Benchmark Analysis

Benchmarking in Student Affairs has been difficult due to the variety of services represented within Student Affairs divisions and departments from campus to campus. The Council for the Advancement of Standards (CAS) in Higher Education (<http://www.cas.edu/>) provides the closest approximation to a set of standards for the student affairs profession. The CAS standards offer qualitative guidance on the structure of student affairs units and, in that respect, our departments comply well with the standards. In terms of quantitative benchmarking, the CAS standards are not useful. Many of the units in Student Affairs have affiliations with clusters of schools within Illinois and/or the neighboring states for sharing information and benchmarking (e.g., Athletics with the Horizon League and Student Centers with the Illinois Union Directors).

Unit-by-unit external benchmark analyses provide information on unit performance measures. For example:

- The National Association of College and University Business Officers (NACUBO) provides benchmarks for comparing campus retail stores figures (e.g., staffing, store space, types of sales, etc) to operations of similar type and sales volume.
- NASPA, The Association for Student Affairs Professionals, has developed a national benchmarking and best practices program that allows for benchmark comparisons based on a national survey of Student Affairs units such as student housing programs and career services.

The units comprising the OVCSA represent a range of student and academic support services. These services and programs complement and support the goals of the campus that are specified in the benchmark analysis in the UIC Strategic Plan.

UIC has participated in two surveys of student engagement. The data from these surveys allow for comparisons of student engagement in a broader context with campus programs and services and the campus community. The College Student Experience Questionnaire (CSEQ) provides extensive information on students' outside the classroom experiences; the National Survey of Student Engagement (NSSE) collects information on students' engagement in the academic and co-curricular environments. Of course, student engagement has a range of meanings, and no single unit can be credited for an engaged student body. It is also important to note that a large body of research documents the connection between engagement in the campus community and student retention and success.

Data from the CSEQ and NSSE surveys can serve dual purposes. Because the samples were stratified between second semester freshmen and seniors, the results provide internal assessment of student progress toward a range of engagement measures. In addition, the use of these surveys by other doctoral-granting research-extensive (DRU-Ext) universities allows for benchmark comparisons on these same measures.

Examples of the types of comparisons are detailed in Appendix IV and include:

- Participation in co-curricular activities

- Attendance at campus programs and events
- Use of campus facilities (e.g., student unions, recreational facilities)
- Assessment of the campus environment
- Campus diversity

In the coming year, more Student Affairs units will develop appropriate benchmarking procedures, utilizing national survey data, using associations where possible, and/or creating surveys of comparable institutions if no other process exists.

Strengths, Weaknesses, Opportunities, and Threats Analysis

Student Affairs is influenced by a variety of strengths, weaknesses, opportunities and threats in addition to those listed in the campus strategic plan. Our review of these influences indicates that the impact of our programs and services will increase if we are able to adequately engage with a greater proportion of the student population.

Strengths

- Stable and experienced leadership with many leaders recognized in their respective professional associations
- Diverse and experienced staff with a good balance of new and seasoned professionals
- The city of Chicago and its resources as a rich backdrop to campus efforts
- The integration of students in staffing and decision making
- A broad range of student life and campus support services that complement and support UIC's academic, research, and community service missions
- The infusion of student learning and development throughout units
- The maintenance of databases and tracking systems to determine student utilization of services and programs and student success
- Recently constructed and renovated facilities that are well-maintained
- Demonstrated impact on student retention and success in several programs (based on data from: African American Academic Network, TRIO-Academic Support Program, Housing, Student Leadership and Employment)

Weaknesses

- Under-resourced operating needs in state-funded areas
- Low salaries compared to the market and other areas of the campus
- Limited fund-raising experience
- Lagging use of technology in some key areas (e.g. card swipe technology is not used to enter student rooms in Housing and there are no integrated database and tracking systems for student use of services and programs)
- Limited time for staff to engage in scholarship that contributes to the field
- Challenged in efforts to involve commuter students and to get them bonded to the campus
- Effective marketing of services and programs

Opportunities

- Expansion and promotion of selected I-card based services to neighborhood vendors allowing students greater ease in business transactions with those vendors
- Broad range of Chicago cultural offerings
- Increased use of student employees
- Partnerships with other U of I campuses to offer programs and solve problems
- Improved facilities to attract students and other community members to spend more time and money on campus
- Increased entrepreneurial activities
- Increased use of technology
- The use of student fees for enhanced student activities and specialized student services and the sale of bonds to continue the improvement of facilities
- Partnerships with Academic Affairs that engage students to enhance learning

- Enhancement of relationships with current and former student leaders, student workers, and athletes for development purposes

Threats

- Competition from off-campus services and attractions including student housing
- Need to maintain positive relations with surrounding neighborhoods
- Unfunded external mandates
- Reductions in state funds
- Need to generate revenue which detracts from primary missions
- Staff turn-over due to budget reductions, low salaries, and civil service bumping
- High tuition increases that mitigate opportunities to increase student-initiated fees
- Increasing demands and expectations from students and parents
- Difficulties related to engaging commuter students with programs, services, facilities

Student Affairs Goals As Related to UIC Goals*

Goals

1. Provide programs and services and operate facilities (partnering with other campus units as appropriate) that enhance student learning and result in student success for our diverse and demographically changing student body. (Aligned with campus goal 1.)
2. Provide programs, services, and facilities (partnering as appropriate with other campus units) that distinguish Student Affairs and UIC as a productive, enjoyable, and welcoming environment. (Aligned with campus goals 5 and 7.)
3. Develop additional financial resources and manage all resources well. (Aligned with campus goal 6.)

*

UIC Goal 1:

UIC will offer an outstanding education at all levels to a diverse student body.

UIC Goal 5:

UIC will be a destination where students, faculty, and staff want to study, work, and live and that attracts visitors from around the world.

UIC Goal 6:

UIC will secure the resources needed to achieve its goals from a variety of sources and use those resources wisely.

UIC Goal 7:

UIC will implement a comprehensive marketing and public relations program to increase its visibility and improve its image among key external constituencies.

Student Affairs Strategies and Action Plans

Goal 1

Provide programs and services and operate facilities (partnering with other campus units as appropriate) that enhance student learning and result in student success for our diverse and demographically changing student body.

Strategy A: Improve freshman awareness of campus support services and provide programs that offer common experiences that help students to identify themselves as part of the UIC community.

Action Plan 1A.1 The Freshman Year Experience – Collaborate with Academic Affairs in the development of a year-long set of opportunities that connect students to support services, campus traditions/history and the larger community (Chicago Passport Program), learning communities, mentors, student organizations, and academic departments. Using the Recommended Experiences Inventory (see Plan 1C.1) as the framework, strengthen student appreciation for difference, civic and social responsibility, healthy behavior, and engagement (Co-curricular Transcript Program).

Action Plan 1A.2 New Student Housing – Increase the proportion of new students who live in campus residence halls during their first year on campus.

- Develop a plan (or assessment instrument or survey) to understand reasons why students choose not to live on campus
- Explore the feasibility of a freshman on-campus living requirement
- Expand opportunities for residential learning communities for freshmen and new transfer students

Strategy B: Improve the engagement of commuters with the campus, building on the programs of the Freshman Year Experience.

Action Plan 1B.1 Commuter Student Success - Create and staff a service center, ideally in the Student Center East. This service center will provide an easily identified triage location for connecting commuter students to campus services as well as developing communications channels to other commuters. In addition, the commuter services center and related advisory committee will serve in an important advocacy role for commuter student issues.

Action Plan 1B.2 [STRETCH] UICommunity Satellite Programs and Services – Locate satellite service centers in key “feeder” communities (ideally in high schools, community colleges, or community centers) where current and prospective students can find the answers to questions about campus programs and services, use computers, take entrance tests, attend workshops, gather for transportation to campus events, and socialize. This might be accomplished through the use of a portable office in a mini-bus type vehicle.

Strategy C: Assist in the improvement of college-attendance rate and graduation of African American males.

Action Plan 1C.1 [STRETCH] African American Males – Develop a support program that starts with promising young men in high school and continues with them through their matriculation and graduation from UIC.

Strategy D: Define the UIC experience by developing an inventory of experiences that are unique to UIC.

Action Plan 1D.1 Recommended Experience Inventory – Develop a listing of recommended experiences and events that all students should engage in prior to graduation and an incentive plan to foster student participation. Components of the inventory will build on and integrate with the Freshman Year Experience, including the Chicago Passport Program, Wellness/Recreation programs (Healthy Learning and Work Plan), and Co-curricular Transcript Program. *Brief descriptions of the programs follow.*

Experience Chicago Passport Program – Create a series of mini-excursions, using the Chicago public transportation system, to low or no-cost Chicago locations and events to expand student awareness of the cultural, historical, social, architectural, athletic and horticultural resources of the Chicago area.

Co-curricular Transcripts Program – Develop a mechanism to allow students to record their co-curricular activities in a transcript system. Emphasis will be placed on the value of community service and leadership opportunities.

Healthy Learning and Work Program – Create a team to dispense information, and make wellness, healthy eating, and recreation programs readily available to the UIC community.

Goal 2

Provide programs, services, and facilities (partnering as appropriate with other campus units) that distinguish Student Affairs and UIC as a productive, enjoyable and welcoming environment.

Strategy A: Ensure that Student Affairs has a well-trained, approachable, and highly diverse staff.

Action Plan 2A.1 Human Resources Initiative – Develop strategies for recruiting candidates to maintain and increase the diversity of the Student Affairs staff. Create a recruiting brochure and build on the Employee Development Program to enhance staff development.

Action Plan 2A.2 Bilingual Staff – Augment the presence of bilingual staff to assist students who are non-native speakers of English.

Action Plan 2A.3 Increase National Prominence - Host conferences and workshops of professional organizations to showcase Student Affairs units and their professional staff members.

Action Plan 2A.4 Cultural Awareness – Create staff development initiatives to enhance the cultural awareness and sensitivity of Student Affairs staff.

Strategy B: Ensure that Student Affairs facilities are carefully designed to integrate with the campus master plan and meet campus needs and are well maintained and attractive.

Action Plan 2B.1 Facility Related Initiatives – Complete current facilities projects involving student input wherever possible; review all facilities on a regular basis for accessibility issues; complete the renovation of the Pavilion; construct a state-of-the-art auditorium in Student Center East; increase the number of students living in campus housing; explore nearby housing options for UIC faculty and staff.

Strategy C: Improve the event programming on campus.

Action Plan 2C.1 Public Events - Pavilion, Campus Programs, and UIC Forum staff will broaden programming offerings and improve marketing and media relations both within the campus community and in the greater Chicago area. The programming offerings will establish UIC as a vital and rich entertainment venue and community.

Action Plan 2C.2 Athletic Events – Increase the marketing and visibility of UIC Athletics programs to attract greater campus and community attendance and support for all teams.

Goal 3

Develop additional financial resources and manage all resources well.

Strategy A: Review the management of current resources and the overall organizational structure.

Action Plan 3A.1 Resource Management Initiative – Undertake a comprehensive review of the current structure of Student Affairs to assess efficiencies and to align departments with the strategic plan.

Strategy B: Develop and expand external funding sources.

Action Plan 3B.1 Resource Development – Identify external funding sources for all departments, including advertising revenue, space leasing opportunities, grants, voluntary fees for specialized services, and development opportunities.

Customer service is an important factor for success of all three goals and is a key metric for goal 2. Our plan for increased access to student feedback will be a critical component.

Student Feedback System – Develop an online feedback system (including dedicated kiosks in prime locations) to allow students a quick and easy way to provide feedback regarding their service experiences. Feedback data will be posted on Student Affairs departmental Web sites.

Section 3: Resource Plan

Resources Needed

- **People**

Staffing in the departments of Student Affairs has diminished over the past five years as a result of reductions in state funding. Successful implementation of this strategic plan will require several key personnel additions, particularly in the areas of Web development, marketing, staff training, and academic counseling. These staffing increases are estimated to increase personnel costs \$575,000 in the first year of full implementation. Costs in subsequent years will reflect that amount plus normal salary increments.

Budget erosion has restrained salary increases throughout the Student Affairs departments. The most serious problem has been the loss of some diversity. Low entry-level salaries have made recruitment of staff of color difficult. Elevation of entry-level salaries will necessitate equity increases for existing staff. While market analysis is needed to determine equity ranges, it is estimated that \$400,000 will be required to address these salary issues. That amount would reflect a permanent base increase.

Measuring the success of our action plans relies heavily on the development and expansion of assessment and evaluation efforts. To support the generation of key performance metrics, we will need to increase our research and data management staff. These increases are estimated to cost \$125,000 in the first year of full implementation. Costs in subsequent years will reflect that amount plus normal salary increments.

- **Equipment**

Budget constraints have limited the procurement of new IT equipment in many of the departments. An immediate investment of \$365,000 is needed to upgrade point of sales systems and connectivity. Planned replacement of IT equipment and the installation of wireless technology in the Student Services Building are estimated to require a one time investment of \$105,000 and an annual expenditure of \$30,000.

Student Affairs facilities, including Student Centers, Residence Halls, Athletic facilities, Pavilion, and offices, house a large quantity of furniture and support equipment. Planned repair and replacement of this inventory is estimated to cost \$250,000 a year.

- **Facilities**

Student Affairs has several construction projects under way or planned for the coming years. In addition, many of our facilities, even those that have had recent cosmetic renewals, will require replacement of major mechanical systems or envelop repairs in the near future. Planned construction projects not yet funded will require \$58,000,000. Infrastructure repairs are estimated at \$10,000,000 above the annual allocation of repair and reserve (R&R) funding.

Resource Procurement Strategy

In order to achieve our goals and realize our vision, additional financial support is imperative. The areas of potential support follow.

- **Entrepreneurial Activities:** While the generation of revenue is germane to the functioning of Campus Auxiliary Services (CAS), the concept will be extended to units in Student Affairs that have been the beneficiaries of state funds. Workshops, programs, and some services will be offered to the general public for a fee. Partnerships with corporate and other private entities that can provide financial support will be sought. The extension of the use of an I-card with debit capabilities to local vendors for a fee is one example of the many entrepreneurial activities available to Student Affairs.
- **Private Philanthropy:** In cooperation with the Alumni Association, we will continue to build our student database with information about our former student leaders and the more than 1,200 student workers we employ annually. Using our current databases of former involved students, former donors to Student Affairs, and Supporting Excellence Endowment (SEE) Benefit attendees, Student Affairs will participate more actively in the Annual Fund. Moreover, naming opportunities will be identified, and major donors will be sought.
- **Student Fees:** Partnerships with students will be enhanced in order to gain support for service and general fee increases to fund some of the activity-related initiatives and CAS facility improvements contained in the Office of the Vice Chancellor for Student Affairs Strategic Plan.
- **Cost Containment and Cost Sharing:** In an effort to manage our financial resources well, opportunities to contain costs and eliminate inefficiencies will be identified. When possible, Student Affairs units will share costs for selected purchases, services, and programs.

Section 4: Monitoring/Evaluation of Plan Implementation and Results Performance Metrics and Results

A required stage in the monitoring and evaluation of the OVCSA Strategic Plan was the certification process. The plan was sent to a small group of student affairs leaders with national reputations, and they have submitted written evaluations of the Student Affairs plan. In addition to overall evaluation and recommendations, the evaluations addressed such dimensions as: completeness, creativity, integration with the campus plan, appropriateness of resource requirements, and the adequacy of the monitoring and evaluation of the plan. The recommendations and comments have been incorporated into this final version of our plan.

The OVCSA plan will be evaluated on an ongoing basis by a Student Affairs Strategic Plan Evaluation Committee (SASPEC) appointed by the Vice Chancellor for Student Affairs. In addition to Student Affairs staff and students, UIC faculty members will be invited to participate. The committee will collect data on progress toward implementation of actions and the achievement of goals. The data will be collected primarily from the units assigned to implement the strategies and actions. Based on the information presented, the Vice Chancellor will entertain SASPEC's recommendations, some of which might result in revisions of our strategic plan. This process evaluation will occur mid-year annually. In addition, a mechanism for ongoing feedback from students, faculty, and staff will be developed; the feedback will be vetted by the SASPEC at least quarterly, and recommendations to revise the strategic plan will be made as appropriate.

On an annual basis, the achievement of goals will be evaluated. Achievement of the ultimate goals of enhanced student learning, as evidenced by Student Affairs assessment results, and student success, characterized by improved retention and graduation rates, will be determined and disseminated to the campus community via the OVCSA Web site.

The detailed implementation plans developed for each action plan will include timelines, units/individuals responsible for implementing actions, and appropriate and annual milestones. In broad terms, the performance metrics and results anticipated for each strategic goal are presented.

Goal 1

Provide programs and services and operate facilities (partnering with other campus units as appropriate) that enhance student learning and result in student success.

Strategy A: Improve freshman awareness of campus support services and provide common experience programs that help students to identify themselves as part of the UIC community.

- Higher "use of services" ratings by freshmen from year to year on the College Student Experience Questionnaire (CSEQ)
- Increased bookstore sales of UIC merchandise
- Better statistics on job placement and education beyond UIC
- Assessments of student learning
- Higher retention and graduation rates
- More students using services and facilities and participating in programs

- Implementation of standardized integrated tracking system
- Increase in number of students residing on campus

Strategy B: Improve the engagement of commuters with the campus, building on the programs of the Freshman Year Experience.

- Increased involvement and engagement of commuter students measured through attendance at campus events
- Number of students using service center
- Improvement in specific measures on the National Survey of Student Engagement (NSSE)
- Greater numbers of commuters serving as leaders of campus organizations
- Greater numbers of commuters in campus student employee positions
- Higher retention and graduation rates

Strategy C: Assist in the improvement of college-attendance rate and graduation of African American males.

- Increase in matriculation rate for African American men
- Higher retention and graduation rate
- Better statistics on job placement and educational placement beyond UIC

Strategy D: Define the UIC experience by developing an inventory of experiences that are unique to UIC.

- Inventory of experiences unique to UIC
- More students participating in the experiences
- Assessments of student learning

Goal 2

Provide programs, services and facilities (partnering as appropriate with other campus units) that distinguish UIC as a productive, enjoyable, and welcoming environment.

Strategy A: Ensure that Student Affairs has a well-trained, approachable, and highly diverse staff.

- Increased number of professional and staff development opportunities offered and number of participants
- Increased number of staff from underrepresented groups
- Recognition of Student Affairs staff members by professional organizations, through publications, and through conference presentations

Strategy B: Ensure that Student Affairs facilities are carefully designed to integrate with the campus master plan and meet campus needs and are well maintained and attractive.

- Increased number of students, faculty and staff members, and visitors using facilities devoted to leisure activities and events
- Increased amount of time spent in Student Affairs/CAS facilities
- Reduction in damage to Student Affairs/CAS facilities
- Reduction in the amount of deferred maintenance on facilities

Strategy C: Improve the event programming on campus.

- Increased attendance numbers for Athletic events
- Increased numbers of professional association workshops and meetings hosted
- Increased number of events with visitors in attendance
- Increased presence of media members at campus events or in number of media mentions of campus events sponsored by Student Affairs or hosted in Student Affairs facilities

Goal 3

Develop additional financial resources and manage all resources well.

Strategy A: Review the management of current resources and the overall organizational structure.

- Level of state funding
- Cost savings from cost containment, cost sharing, and reallocations

Strategy B: Develop and expand external funding sources.

- Increased number of entrepreneurial activities initiated
- Revenue from entrepreneurial and self-supporting initiatives
- Growth in total giving to Student Affairs
- Growth in number of scholarships for students
- Student initiated fee increases

Appendix I

Units reporting to the Office of the Vice Chancellor for Student Affairs

Academic Center for Excellence

Provides multifaceted academic support to all UIC students, from freshman through graduate level.

African American Academic Network

Assists with the recruitment, enrollment, and retention of African American students through counseling and academic support.

Athletics

Manages the intercollegiate athletics programs, and the operations of the Flames Athletic Center, Physical Education Building, and fields for intercollegiate use.

Career Services

Assists students with career planning and to prepare for the transition into the work force.

Student Employment

Offers many different services to students looking to find jobs on and off campus, university departments looking to hire students and companies looking for students through job postings and our various job fairs throughout the year.

Counseling Center

Staffed by psychologists, advanced doctoral psychology trainees, a psychiatrist, and undergraduate paraprofessional volunteers who are trained to help students with a wide range of personal problems, career questions, and relationship issues.

Testing Services

Provides test administration, test information, test evaluation, and test scoring services, and is an Open Testing Center for more than a dozen major UIC and national testing programs.

Financial Aid

Provides assistance and information to students to explore their financial options and administers federal student aid programs.

International Services

Provides international students, scholars, faculty and staff at UIC with a variety of services.

Native-American Support Program

Assists with the recruitment, enrollment, and retention of Native American students through counseling and academic support.

Office of the Dean of Students

Assists students with a variety of campus issues and acts as a liaison with student governments, student discipline, campus Ombudsperson, and student legal services.

TRIO

Administers federally assisted academic retention programs.

Student Affairs Research and Assessment

Coordinates research and assessment efforts within OVCSA and in conjunction with campuswide assessment efforts.

Student Development Services

Provides services to students including orientation programs for new students and parents, student leadership and volunteer services, and services to student veterans.

Wellness Center

Assists students, staff, and faculty to make informed decisions about lifestyle choices by providing up to date information and by encouraging them to follow their own best instincts and values.

Campus Auxiliary Services

Provides IT and system support, administers university photo ID and student public transportation (U-Pass) programs, and provides oversight for the following auxiliary units:

Campus Housing

Manages the student residence halls and residence life programs.

Children's Center

Provides quality day care services for preschool children of University of Illinois at Chicago students, faculty, and staff.

Dining Services

Provides on campus food service.

Meetings and Conferences

Provides meeting spaces and related services to students, staff, and non university users.

Publications Services

Provides editing, design, copying, and printing services.

Retail Operations

Manages retail operations including bookstores and convenience stores.

Student Centers

Manages the campus union facilities (UIC Student Center East, UIC Student Center West, Sport and Fitness Center and Student Recreation Facility) which provide dining areas, bowling alleys, and recreation centers; hold events for students, and offer meeting space for student organizations and campus departments.

Campus Programs

Provides students with services and acts as a resource for cultural, educational, social, and recreational programs.

Campus Recreation

Offers a wide variety of recreational sport programs, equipment, and services.

UIC Pavilion

Hosts concerts, UIC sports, meetings, festivals, and corporate, civic, and cultural events.

Appendix II

Planning Process

The Strategic Plan for the Office of the Vice Chancellor for Student Affairs was developed by a committee appointed by the vice chancellor. The committee met weekly starting in early October 2005. Significant input to the Mission, Vision, Strategic Intent, SWOT Analysis, and Environmental Scan was provided through four meetings of the departmental directors and executive directors. In mid-December, an open meeting was held for all Student Affairs staff where the Mission and Goals portions of the document were presented and discussed. Editing of the February 1, 2006, draft was done by Dr. Barbara Henley, Dr. Patricia Inman, and Robert Rouzer.

The February 2006 draft was submitted to three external reviewers for comment: Lee N. June, Ph.D., Vice President for Student Affairs and Services and Associate Provost for Academic Student Services and Multicultural Issues, Michigan State University; Richard A. Hollingsworth, Ph.D., Interim Vice President for Student Affairs, The Ohio State University; and Gwendolyn Jordan Dungy, Ph.D., Executive Director – NASPA, The Association for Student Affairs Professionals. Their overall response was extremely positive and all three commented that the plan was consistent with current thrusts and projected trends in student affairs throughout the country. In addition to minor technical suggestions, they recommended that we provide more direct linkage to student learning outcomes. Their suggestions have been integrated into this final version of the plan.

The plan was also reviewed by the directors of the Student Affairs departments. They recommended some simplification of the document and clarification of goals. Their comments have been incorporated into this version of the plan.

The plan was made available on the Student Affairs Web site beginning February 2006 with a request for comments. No critical comments were received.

Student Affairs Strategic Planning Committee

Barbara Henley, Ph.D. - Vice Chancellor for Student Affairs
Robert Rouzer, Chair – Student Centers
Kathyy Battee-Freeman – Career Services
Michael Cassidy – Athletics
Braulia Espinosa – International Services
Susan Kovacs – Campus Auxiliary Services Financial Services
Melvin McBean – Student Development Services
Carol Raske – Student Centers
Uriel Sandoval – Undergraduate Student
Kim Savage – Campus Auxiliary Services Administration
Tarri Strickland – Campus Housing
K. Jod Taywaditep, Ph.D. – Counseling Services
Jeniann Yi – Graduate Student

Appendix III

Selected Federal, State, and City Mandates That Impact Units Within Student Affairs

Federal Mandates

Patriot Act
Federal Educational Right to Privacy Act
Jeanne Clery Disclosure of Campus Security Act
Crime Statistics Act of 1990
Americans with Disabilities Act
Title IX
Veterans Affairs
Volunteer Services
U.S. Department of Health and Human Services Standards for Privacy of Individuals Identifiable Health Information (Privacy Rule)
U.S. Department of Education

State-Level Mandates and/or Reporting Requirements

University of Illinois Revenue Bond Financing Act for Auxiliary Facilities
University of Illinois Revenue Bond Act
Legislative Audit Commission – University Guidelines
Governmental Ethics Act
DCFS (Children’s Centers)
State Records Act
Meningitis Awareness
Religious Cults
Voter Registration Information
Department of Health regulations for recreational facilities
Underrepresented Populations reporting

Other Regulatory Bodies

City of Chicago building codes regulations
Horizon League Conference Regulations
NCAA Regulations

Appendix IV

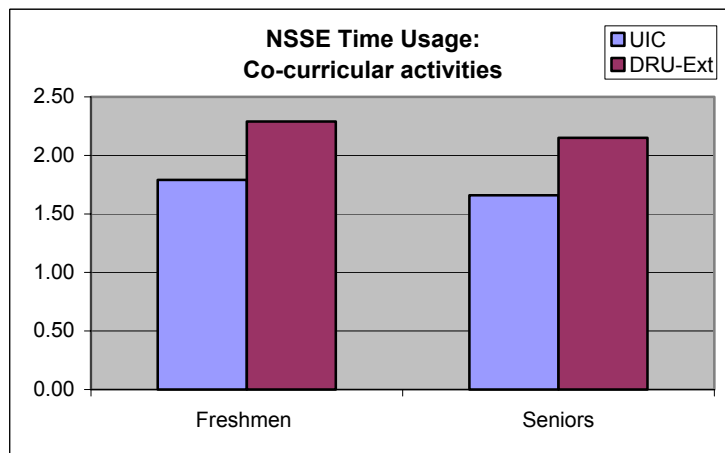
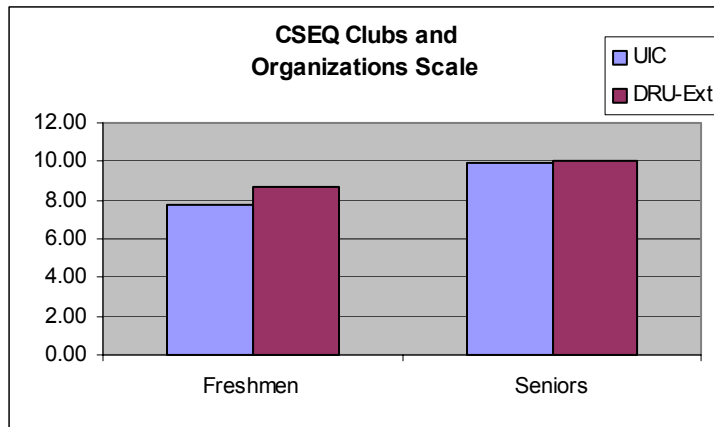
Sample Benchmark Comparisons

UIC participation in two national surveys of undergraduate students provides insight into the student experience and engagement. The College Student Experience Questionnaire (CSEQ) and the National Survey of Student Engagement (NSSE) offer a variety of measures of student engagement. Below are selected items that provide information for internal assessment of student progress as well as benchmark data from other institutions. UIC's results are compared to other participating universities referred to, individually, as doctoral research university-extensive (DRU-Ext).

Benchmark comparisons

Co-curricular involvement

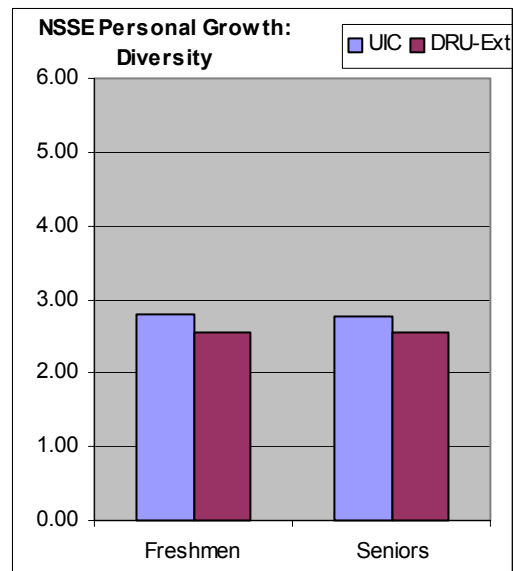
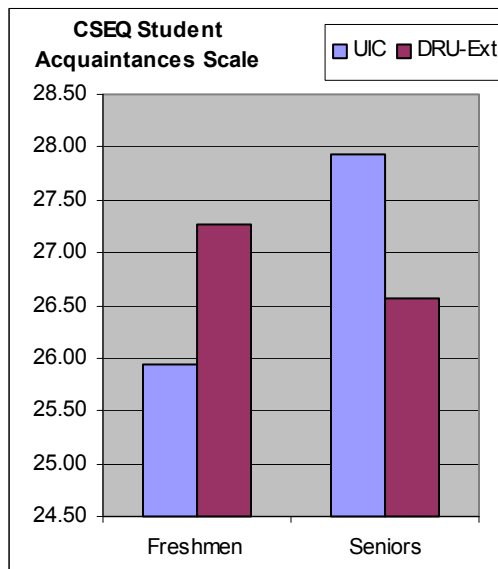
The CSEQ has a five-item scale that incorporates a range of types of involvement levels for student co-curricular involvement. NSSE includes a single item that asks students about the time spent in co-curricular activities.



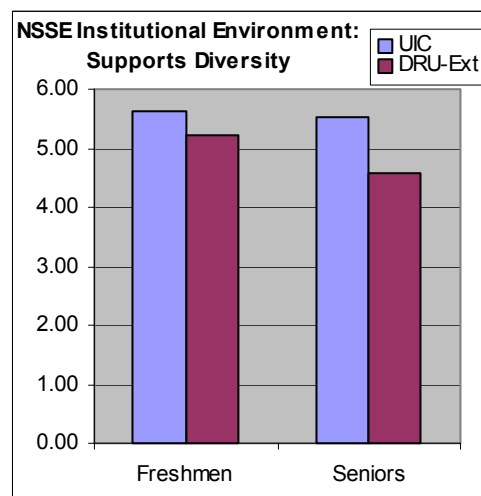
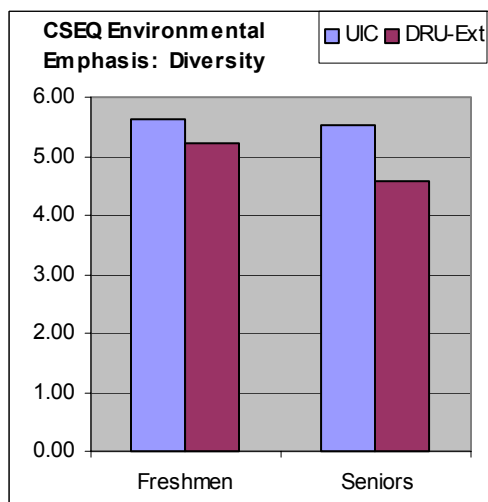
Benchmark Comparisons

Student Diversity Experiences

The CSEQ has a ten-item scale that incorporates a variety of student experiences with others of different backgrounds. NSSE includes a single item that asks students about their growth in understanding people of different backgrounds.



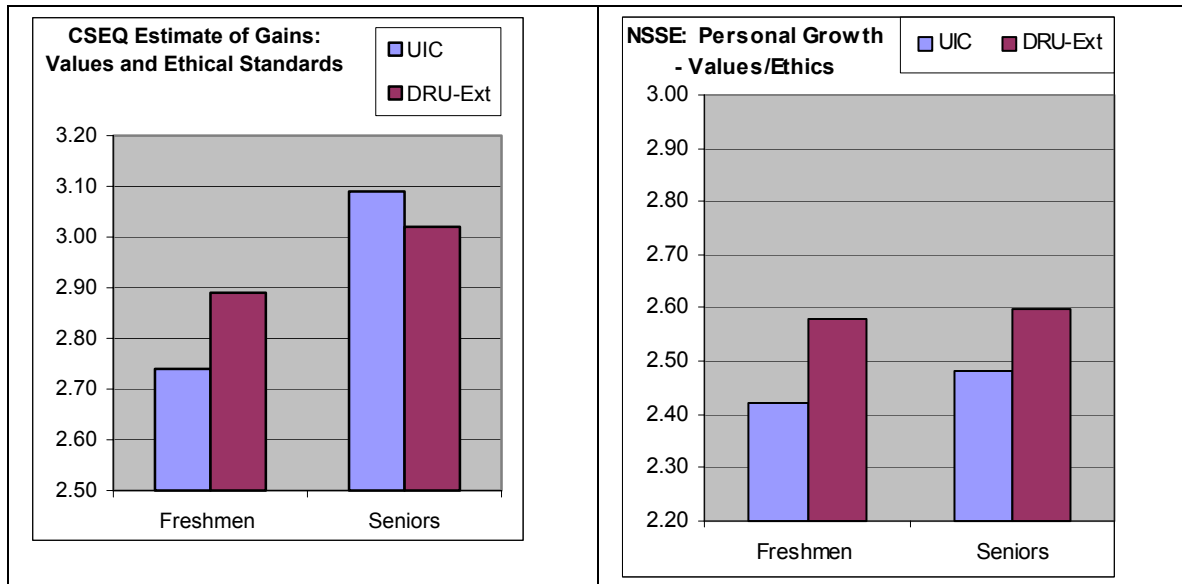
Both surveys ask students to evaluate the extent to which the campus environment is supportive of diversity. These are both single item responses.



Benchmark comparisons

Personal Growth in Values and Ethical Standards

CSEQ refers to a student's estimate of gains rating in a variety of areas. NSSE asks a student to assess his/her personal growth (for example, developing a sense of one's own values and ethics). These items from the survey show both student gain and benchmark comparisons with other DRU-Extensive institutions (Doctoral-granting, Research University).



DRU-Extensive Institutions participating in CSEQ

Research I Institutions Included in Norms

29 Institutions composed of 20,933 respondents

Norms based on a five-year period from 1998 through 2002

Brigham Young University
Cornell University
Duke University
Georgia State University
Indiana University Bloomington
Iowa State University
Johns Hopkins University
Massachusetts Institute of Technology
North Carolina State University
Pennsylvania State University
Stanford University
Syracuse University
Texas A & M University
University of California, San Diego
University of California, Santa Barbara
University of Chicago
University of Delaware
University of Hawaii at Manoa
University of Illinois at Urbana
University of Missouri - Columbia
University of Nebraska at Lincoln
University of North Carolina at Chapel Hill
University of Rochester
University of Southern California
University of Vermont and State Agricultural College
Utah State University
Virginia Polytechnic Institute and State University
Washington State University
Yeshiva University

DRU-Extensive Institutions participating in NSSE

53 Institutions

Brigham Young University
Case Western Reserve University
Catholic University of America
Clemson University
Colorado State University
Florida State University
Georgia Institute of Technology
Georgia State University
Indiana University-Bloomington
Iowa State University
Kent State University
Loyola University Chicago
Mississippi State University
Northeastern University
Ohio University
Oklahoma State University
Oregon State University
Rutgers University – New Brunswick
St. Louis University
Temple University
Texas A & Am University
Texas Tech University
University of Alabama
University of Arkansas
University of California - Davis
University of Cincinnati
University of Connecticut
University of Delaware

University of Washington - Seattle
University of Wyoming
Wayne State University

University of Denver
University of Georgia
University of Hawaii at Manoa
University of Idaho
University of Illinois at Chicago
University of Kentucky
University of Louisville
University of Maryland – Baltimore County
University of Maryland – College Park
University of Massachusetts Amherst
University of Nevada - Reno
University of North Carolina at Chapel Hill
University of North Texas
University of Rhode Island
University of South Carolina Columbia
University of South Florida
University of Southern Mississippi
University of Tennessee
University of Texas at Arlington
University of Texas at Austin
University of Vermont
University of Virginia

Appendix V

Chart of Learning Outcomes

STUDENT OUTCOMES*	DIMENSIONS OF OUTCOMES**	SAMPLE DEVELOPMENTAL EXPERIENCES FOR LEARNING	BODIES OF KNOWLEDGE FOR EDUCATORS
Cognitive complexity	Critical thinking, reflective thinking, effective reasoning, intellectual flexibility, emotion/cognition integration, identity/cognition integration	Classroom teaching, readings and discussions; campus speakers; problem based learning; action research; study abroad; learning communities; livinglearning communities; campus newspaper and media; cultural advocacy groups; LGBT awareness programs; diversity programs; group work in diverse teams; judicial board involvement	Cognitive development, identity development, interpersonal sensitivity, neurolinguistics, epistemology, reflective judgment, orders of consciousness, pedagogy
Knowledge acquisition, integration, and application	Understanding knowledge from a range of disciplines (acquisition); connecting knowledge to other knowledge, ideas, and experiences (integration); relate knowledge to daily life (application); pursuit of lifelong learning; career decidedness; technological competence	Majors, minors, general education requirements, certificate programs; laboratories; action research; research teams; service learning; group projects; internships; jobs (on/ off campus); career development courses and programs; living-learning communities; Web-based information search skills; activities programming boards (e.g. film, concerts); drama, arts, and music groups; literary magazines; special teams and activities (e.g. solar car, Model UN)	Experiential learning, Cognitive development, identity development, interpersonal sensitivity, neurolinguistics, epistemology, learning theory; career development
Humanitarianism	understanding and appreciation of human differences; cultural competency; social responsibility	diverse membership of student organizations; inter-group dialogue programs; service learning; community-based learning; cultural festivals; identity group programming (e.g. LGBT); ally programs; programs on world religions; study abroad; interdisciplinary courses; curriculum transformation	Racial identity development, multicultural competence, sexual/gender/ affectational identity development; campus climate; reflective judgment, orders of consciousness, moral development, cognitive development
Civic Engagement	sense of civic responsibility; commitment to public life through communities of practice; engage in principled dissent; effective in leadership	Involvement in student organizations; service learning; various student governance groups like student government/ resident hall government/ commuter student association; sports teams; community based organizations (e.g. PTA, neighborhood coalitions); emerging leader programs; leadership courses; open forums; teach-ins; activism and protest; community standards codes; student judicial boards; involvement in academic department/ major; identity with campus community	Leadership theory, socio-political theory, community development, group dynamics, organizational development and change theory, moral development, orders of consciousness

Interpersonal and intrapersonal competence	Realistic self appraisal and self understanding; personal attributes such as identity, self esteem, confidence, ethics and integrity, spiritual awareness, personal goal setting; meaningful relationships; interdependence; collaboration; ability to work with people different from self	Identity based affinity groups; personal counseling; academic/life planning; roommate dialogues; individual advising; support groups; peer mentor programs; religious life programs and youth groups; student led judicial boards; paraprofessional roles (e.g. resident assistants, peer tutors, sexual assault advisors, peer mentor programs); disability support services; student employment; classroom project groups; classroom discussions	Psychosocial theory; identity development; interpersonal sensitivity; multiple intelligences; spiritual development, moral and ethical development
Practical competence	Effective communication; capacity to manage one's personal affairs; economic self-sufficiency and vocational competence; maintain personal health and wellness; prioritize leisure pursuits; living a purposeful and satisfying life	Campus recreation programs; food service and health center programs; drug and alcohol education; career development courses and programs; financial planning programs; club sports and recreation programs; senior council transition programs; personal counseling; academic/ personal advising; portfolios; senior capstone course	Psychosocial theory; self-efficacy; career development; spiritual development; self-authorship
Persistence and academic achievement	Manage the college experience to achieve academic and personal success; leading to academic goal success including degree attainment	Learning skills; bridge programs; peer mentoring; faculty and staff mentoring; supplemental instruction-tutoring; orientation programs; academic advising; financial aid; disability support services; parents' programs; child care services	Retention theory, person-environment fit, socialization, family systems

* *Learning Reconsidered* defines *learning* as a comprehensive, holistic, transformative activity that integrates *academic learning* and *student development*, processes that have often been considered separate, and even independent, of each other.

** The outcomes and their dimensions are drawn from Baxter Magolda, 1999; Baxter Magolda & King, 2004; CAS, 2003; Hamrick, Evans & Schuh, 2002; Kuh, 1993; Kuh, Douglas, Lund, Ramin-Gvurnek, & McEwan, 2003; National Panel, AAC&U, 2002; Pascarella & Terenzini, 1991; Schroder, 2003; Schuh & Whit, 1999; Terenzini, Pascarella & Blimling, 1996; and Whitt, 1999.