

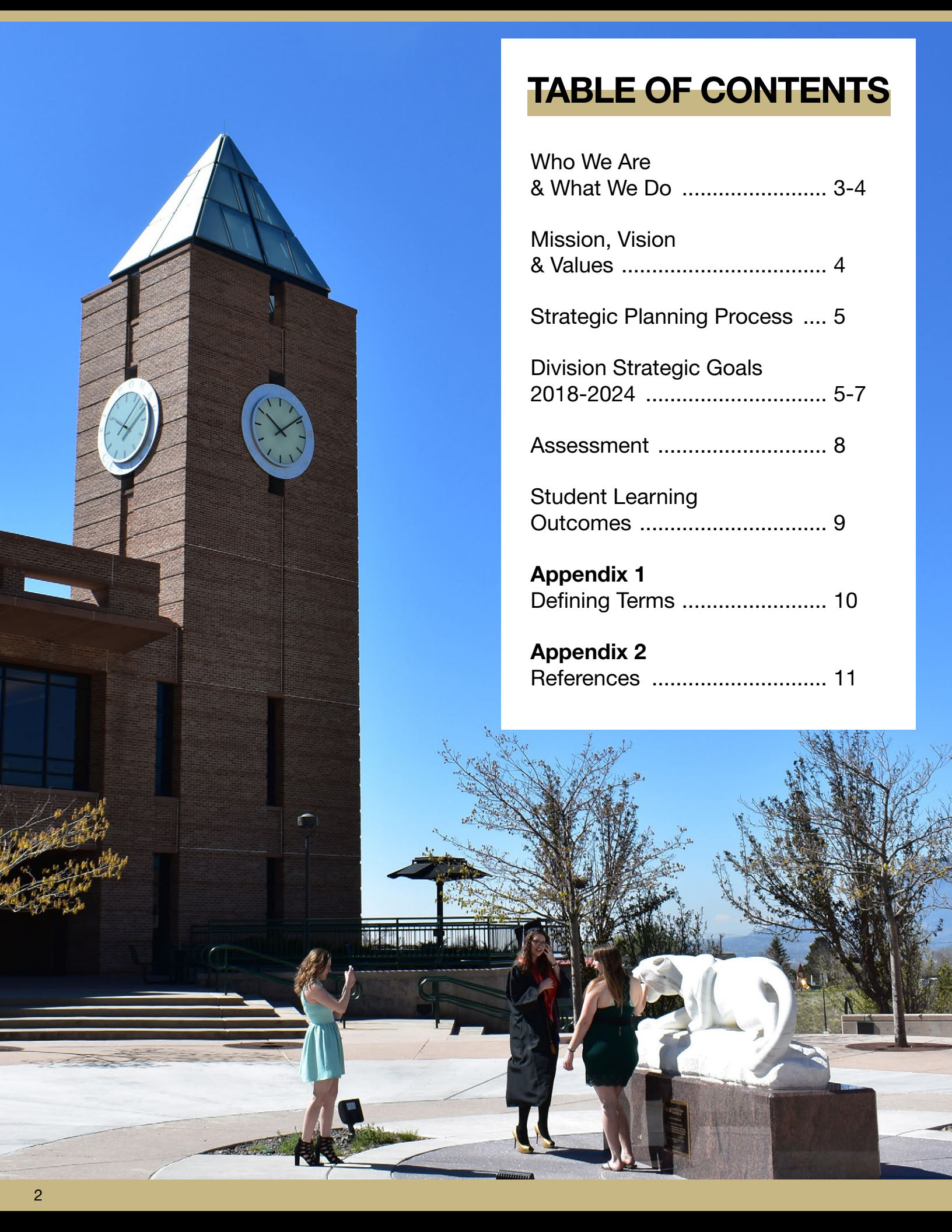


University of Colorado  
Colorado Springs



*Division of  
Student Affairs  
Strategic Plan  
2018-2024*





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# UCCS DIVISION OF STUDENT AFFAIRS

## Who We Are

The University of Colorado Colorado Springs Division of Student Affairs is comprised of 30 departments, 228 full time employees, 31 part-time employees and 774 hourly student employees operating a budget of over \$50 million.

- **Academic Advising**
- **Auxiliary Services**
  - ♦ Bookstore/Copy Center/Retail Services
  - ♦ Dining and Hospitality Services
  - ♦ Sustainability, Wellness & Learning (SWELL) Programs
  - ♦ UCCS Farm
- **Career Services**
- **Community Learning and Assessment**
  - ♦ A-Team Student Leadership
  - ♦ Family Development Center
  - ♦ Housing Operations
  - ♦ Residence Life
- **Office of the Dean of Students**
- **Health and Wellness**
  - ♦ Campus Recreation
  - ♦ Health Services
  - ♦ Mental Health Services
  - ♦ Student Nutrition Services
  - ♦ Wellness Programs
- **Intercollegiate Athletics**
- **International Affairs**
  - ♦ International Student and Scholar Services
  - ♦ Intensive English Program
  - ♦ Education Abroad
- **Multicultural Office for Student Access, Inclusiveness and Community (MOSAIC)**
  - ♦ LGBT Resource Center @ MOSAIC
  - ♦ MOSAIC Gateway Program



- **Student Life**
  - ♦ Chancellor's Leadership Class/UCCSlead
  - ♦ Clubs & Organizations
  - ♦ Disability Services and University Testing
  - ♦ Office of Veteran and Military Student Affairs
  - ♦ Student Activities
  - ♦ Student Government Association (SGA)
- **UCCS Presents**
  - ♦ Ent Center for the Arts
    - Artist Series | Education and Outreach
  - ♦ Galleries of Contemporary Art (GOCA)
  - ♦ THEATREWORKS
  - ♦ University Center
  - ♦ Event Services



## WHAT WE DO

The Division of Student Affairs helps UCCS students view learning as a comprehensive process that is holistic and transformative. Through programs, services, facilities, and leadership opportunities our division provides students with the opportunity to reflect on their core and ethical values, sense of purpose, and what it means to be an educated person of integrity and character.

Research continues to inform us that college students' learning and self-discovery process takes place both inside and outside of the classroom. Students need an array of learning opportunities to be fully engaged in the educational experience of the campus. These learning experiences, which result in persistence, academic, personal, and professional success, are the focal point of this strategic plan. The strategic plan is aligned with the University's strategic plan and reinforces the University's strategic priorities and mission to meet the current and future needs of UCCS students.

The Division of Student Affairs collaborates with campus partners to enhance the UCCS student experience and plays a critical role in advancing student development and supporting classroom learning. As a division, we provide integrated learning experiences, leadership opportunities, reinforce experiential learning and help students put into practice what they are learning in the classroom. We strive to create out-of-the-classroom learning experiences that are engaging, relevant and responsive to the evolving challenges and opportunities of today's world.

## Mission

Provide transformative student experiences to foster inclusive communities, enhance academic excellence and promote life-long learning, discovery and success.

## Vision

Inspire each student to positively impact the world.

## Core Values

The Division of Student Affairs considers the following core values as central to achieving our mission.

### ***Student Focused***

We advance student development, strong interuniversity relationships and campus communities, placing students at the center of all of our decisions, programs and services.

### ***Collaboration***

We are collegial, professional, respectful and empathetic while practicing authentic and transparent communication, partnering with students, faculty, staff and our local and global communities.

### ***Inclusive Diversity***

We foster a respectful, well-informed environment and campus culture that embodies respect and awareness of diverse communities through the support of cultures, abilities, identities and ideological thought.

### ***Integrity***

We exemplify and teach behaviors that bolster professional, ethical and moral decision-making for students, campus and community.

### ***Well-Being***

We provide inclusive, holistic programs, services and professional development opportunities that support student success and the establishment of lifelong healthy behaviors.

### ***Financial Stewardship***

We ensure operational efficiency and effectiveness by leveraging data, shared resources and technology and utilize innovative strategies to ensure agility and responsive management of human, financial, and physical resources.



In preparing this five-year strategic plan, a strategic planning committee was formed to facilitate discussion across the division and develop the strategic priorities with the division's mission, vision and values as the foundation.

During retreats, student government and leadership meetings, staff meetings and all-staff division meetings we discussed best practices, trends, challenges and opportunities in higher education as well as the evolving needs of today's and tomorrow's students. Several campus-wide discussions, such as the Chancellor's Campus Forum and Town Hall, helped define the campus context.



Broader local, regional, national and international developments, including political, social and economic factors, may influence how strategic priorities are achieved.

The Division's strategic plan is meant to be a living document and responsive to evolving dynamics including:

- New service and program content and delivery methods in response to student needs, preferences and expectations;
- Technological and economic drivers;
- University budget challenges and shifting campus priorities;
- Globalization requires us to infuse cultural competency into the student experience.



# **DIVISION OF STUDENT AFFAIRS STRATEGIC GOALS 2018-2024 (CONTINUED)**

## **ENGAGEMENT AND BELONGING**

### **GOAL 1**

**Advance and nurture a positive and ethical campus culture rich in spirit, tradition, and co-curricular offerings where all students, faculty, and staff feel connected and thrive.**

- 1.1 Establish and build upon long-lasting campus traditions in an effort to promote robust involvement and success.
- 1.2 Align and expand current and future traditional and non-traditional student leadership opportunities that are inclusive of all students and a key component of the UCCS experience.

## **LEARNING AND ACADEMIC COLLABORATION**

### **GOAL 2**

**Partner with Academic Affairs and other campus constituents to create an exceptional learning environment to further students' retention and persistence.**

- 2.1 Strengthen partnerships to support student success and learning that fosters student, faculty and staff engagement outside of the classroom.
- 2.2 Inform campus partners of the Division's role and how collaboration leads to increased student outcomes and improves student retention and persistence.
- 2.3 Maximize student learning through student employment, co-curricular leadership and other involvement opportunities.

## **DIVERSITY AND GLOBAL CONSCIOUSNESS**

### **GOAL 3**

**Cultivate an environment and campus culture that embodies respect and awareness of diverse communities through the support of cultures, abilities, identities and ideological thought, leading to a professional preparation and global citizenship.**

- 3.1 Cultivate intercultural engagement and inspire global and multi-cultural perspectives across the campus that strengthen awareness of contemporary and imminent global diversity, equity and inclusion issues.
- 3.2 Expand efforts to diversify student and professional staff employees, and further expand efforts to retain excellent student talent for professional positions within the division and throughout the university.
- 3.3 Implement strategies that recognize and advance activities that foster cultural understanding, communication, and globalization and strengthen integrated learning experiences that develop in-depth global and intercultural competence.

# WELL-BEING

## GOAL 4

**Create an environment where all members of the campus community have the opportunity to flourish and achieve well-being through a comprehensive interdisciplinary approach that includes education, recognition and engagement, leading to increased student and staff success, resiliency and retention.**

- 4.1 Implement evidence-based programs, practices and services, in collaboration with academic and division partners, targeted at student wellness needs identified through national and campus-wide surveys.
- 4.2 Encourage and promote staff wellness by increasing awareness of and access to campus resources, professional development opportunities and CU system wellness initiatives.
- 4.3 Create a culture that promotes mindfulness and a healthy work/life blend for all faculty, staff, and students.

# COMMUNITY ENGAGEMENT AND PARTNERSHIP

## GOAL 5

**Solidify role within the Colorado Springs community by enriching partnerships, service, arts and culture and entrepreneurial innovation.**

- 5.1 Strengthen responsiveness to community needs while advancing public scholarship and civic engagement to broaden experiential engagement and extend students' academic experiences beyond the classroom.
- 5.2 Advance campus and community engagement with businesses, cultural institutions, and governmental and nongovernmental agencies to foster students' career readiness and increase the breadth and depth of UCCS visibility and impact.

# FINANCIAL STEWARDSHIP & ORGANIZATIONAL RESILIENCY

## GOAL 6

**Ensure that Division's finances, facilities, and staff are well positioned to respond to campus needs and the changing needs of students, faculty, staff and the Colorado Springs community.**

- 6.1 Pursue innovative and entrepreneurial funding resources in collaboration with university advancement, including endowments and specialized development campaigns to help achieve strategic priorities and create life-changing experiences in the lives of UCCS students.
- 6.2 Demonstrate effective business practices to improve operational efficiency, responsive financial planning, and management of all resources.
- 6.3 Invest in staff by increasing professional development, exploring cross-unit collaboration, enhancing organizational communication and facilitating involvement in professional associations to ensure best practices.
- 6.4 Evaluate existing facilities and operational models for flexibility, efficiency and effectiveness to ensure that current and future campus needs are met and that the Division can nimbly respond to our changing student demographic and campus environment.



# ASSESSMENT

The Division is currently engaged in a robust assessment program initiative that features a comprehensive program review cycle, an internal review team, ongoing staff development offerings and an annual showcase event highlighting best practices.

With the understanding that the Student Affairs Strategic Plan is a living document and may be modified based on evolving campus-wide priorities, we will continue to enhance our comprehensive, evidence-based assessment efforts to ensure we are moving toward fulfilling our strategic goals. A planning matrix will augment and operationalize the strategic plan—assisting with the tracking, assessing, and progression of the respective goal areas. The plan will incorporate student learning outcomes while effectively guiding and communicating the mission, progress, and results of the strategic goals and priorities. A multi-year approach will be adopted, with the entire division prioritizing one of the six goals annually.

The Student Affairs Internal Review Assessment Team will utilize the Council for the Advancement of Standards in Higher Education (CAS) benchmarking standards when appropriate and align with these industry standards with divisional and university strategic plans.





# STUDENT LEARNING OUTCOMES

The Division of Student Affairs supports the academic mission of the University by identifying levels of knowledge, skills and abilities a UCCS student has attained at the end (or as a result) of her/his engagement in co-curricular programs, activities and services. The American College Personnel Association (ACPA) and National Association of Student Affairs Administrators in Higher Education (NASPA), through research conducted on Student Affairs as a profession, developed learning outcomes, published in the book *Learning Reconsidered*, to demonstrate what a student should be able to do, know or value as a result of engaging in out-of-the-classroom learning experiences. The Division of Student Affairs has adapted these learning outcomes as a way to assess the effectiveness of our programs.

## COGNITIVE COMPLEXITY

Students will demonstrate critical thinking, reflective thinking, effective reasoning, intellectual flexibility, emotion/cognition integration, and identity/cognition integration.

## KNOWLEDGE ACQUISITION, INTEGRATION, AND APPLICATION

Students will demonstrate the ability to develop 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.

## HUMANITARIANISM

Students will develop an appreciation of human differences; intercultural and global competency; social responsibility and accountability.

## CIVIC ENGAGEMENT

Students will have a sense of civic responsibility; commitment to service and public life through communities of practice; engage in principled dissent and effective leadership.

## INTERPERSONAL AND INTRAPERSONAL COMPETENCE

Students will demonstrate realistic self-appraisal and self-understanding; personal attributes such as identity, self-esteem, confidence, ethics and core values, integrity, spiritual awareness, personal goal setting; meaningful relationships; interdependence; collaboration; ability to work with people different from themselves.

## PRACTICAL COMPETENCE

Students will demonstrate 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 meaningful, purposeful, and satisfying life.

## PERSISTENCE AND ACADEMIC ACHIEVEMENT

Students will manage the college experience to achieve academic and personal success; leading to academic goal success including degree attainment.

# APPENDIX 1: DEFINING TERMS

**Assessment of Student Learning:** Assessment of student learning can be defined as the systematic collection of information about student learning, using the time, knowledge, expertise, and resources available to inform decisions about how to improve learning

**CAS Standards (Council for Advancement of Standards in Higher Education):** First published in 1979 and last updated in 2017, the CAS Standards include a taxonomy of learning and development outcomes for student affairs as well as general and specialty standards for functional areas within student affairs. The CAS Self-Assessment Guides (2017) offer new rating scales to provide colleges and universities with tools to assess the effectiveness of programs and services.

**Critical Thinking:** Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness. The mental process of analyzing or evaluating information, particularly statements or propositions that people have offered as true. It forms a process of reflecting upon the meanings of statements, examining the offered evidence and reasoning, and forming judgments about facts.

**Globalization:** The worldwide movement toward economic, financial, trade, and communications integration. Globalization implies the opening of local and nationalistic perspectives to a broader outlook of an interconnected and interdependent world with free transfer of capital, goods, and services across national frontiers. Cross-cultural enhancement and collaboration is created.

**Holistic Education:** Describes the development of the whole student as they progress through and complete the university experience. Holistic education consists of multiple dimensions, which may be defined or described as intellectual development, emotional development, social development, ethical development, physical development, and spiritual development. It is promoting student success through a range of educational goals whose intended educational outcomes go well beyond the academic or cognitive domain.

**Intercultural Competency:** The ability to develop targeted knowledge, skills and attitudes that lead to visible behavior and communication that are both effective and appropriate in intercultural interactions. Elements include a knowledge of self and cultural awareness, listening and viewing the world from another perspective, and respect and openness.

**Student Learning Outcomes:** Define the goals of learning experiences (activities, courses, majors, curricular, engagement, with post-secondary education). Learning outcomes assesses the intellectual and cognitive learning that you want to occur with which describes what any student should be able to do, know, or value as a result in engaging in an array of learning experiences. It defines impact—how the student has changed. It is not an emotional or affective measurement.

**Evidence-Based:** Refers to a commitment among Student Affairs professionals to use hard data to demonstrate how programs offered, the processes they implement, and the services provided are effective and contribute significantly to an institution's ability to reach its stated goals and fulfill its mission.



## APPENDIX 2: REFERENCES

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