Student Orientation, Leadership and Engagement Strategic Plan

SOLE Vision

The Office of Student Orientation, Leadership and Engagement creates an innovative student experience that empowers students to become active and engaged citizens and leaders in a global society.

SOLE Mission

The Office of Student Orientation, Leadership and Engagement (SOLE) fosters dynamic, student-centered co-curricular experiences that challenge, support and empower students to develop critical navigation skills and strengthen their unique TAMIU experience and success.

SOLE Motto

Engage your SOLE.

Departmental Values

- Self-Authorship
  - We hold as primary the positive development of student values, beliefs, identities and social relations to assist students become values-based leaders.
- Experiential Learning
  - We facilitate developmental opportunities and co-curricular experiences that allow students to enhance, explore and actively shape their unique TAMIU experience.
- Citizenship & Social Justice
  - We develop civically engaged, culturally competent and socially just global citizens.
- Collaboration & Leadership
  - We champion collaboration, engagement and participation which are integral to support teamwork and interpersonal development.
- Excellence & Innovation
  - We leverage creativity, current technology and industry knowledge for the benefit of our students and community.

Strategic Goals Overview

1. Construct dynamic new student programs building affinity for and successfully transitioning students to the Dustdevil community.
2. Instill responsible decision making and critical thinking to advance and celebrate individualized, high-level student engagement.
3. Expand and enrich co-curricular engagement portfolio to augment student learning, increase student retention and bolster student marketable skills development.
4. Identify, create and promote spaces for critical dialogue around a social justice agenda to educate and foster self-awareness.
5. Initiate opportunities for connection, collaboration and learning with stakeholders to strengthen relationships and bolster individual growth and development.
6. Exemplify programmatic and professional practice excellence through continuous assessment and innovation while honoring the unique histories, abilities and needs of students and staff.
GOAL: Construct dynamic new student programs building affinity for and successfully transitioning students to the Dustdevil community.

a. STRATEGIES
- Provide innovative, student-centered orientation programs to new students
- Use emerging technologies that maintain efficiency and success
- Train and develop students to serve as ambassadors for the University
- Create an extended orientation program focused on leadership development
- Reframe new student orientation and Welcome Week programs highlighting developmental content (with a particular focus on academic expectations), minimizing transactional elements, and enhancing student/faculty/staff contact
- Partner with TAMIU Athletics and Institutional Advancement to generate school spirit at the onset of the student experience

b. MEASUREMENTS
- Number of students that attend Freshman Student Orientation: Dusty Camp will persist at TAMIU from year one to year two
- Number of students that attend Freshman Student Orientation: Dusty Camp will persist at TAMIU from year two to year three and year four (Fall 2017 to Fall 2021)
- Percentage of students that attend Freshman Student Orientation: Dusty Camp will be able to identify at least seven academic and institutional resources available to assist them during their first year
- Percentage of students that attend Freshman Student Orientation: Dusty Camp will be able to accurately articulate the academic requirements of the Core Curriculum
- All orientation educational work sessions will have student learning outcomes associated with them
- Creation of new Dusty Camp schedule
- Academic connections added to the Week of Welcome Schedule, including Faculty/Student Mixer
- Percentage of students that attend Freshman Student Orientation: Dusty Camp will be able to meet the associated learning outcomes of each educational work session
- An extended orientation program will be created and at least 50 students will participate
- Percentage of extended orientation program participants will be able to identify leadership traits based off curriculum
- Develop new OL training schedule focused on professional competencies and skill development
- Percentage of OLs will be able to articulate skills developed and how they will apply those skills to their future careers
- TAMIU Athletics and Institutional Advancement sponsor programmatic initiatives during Dusty Camp and Week of Welcome

GOAL: Instill responsible decision making and critical thinking to advance and celebrate individualized, high-level student engagement.

a. STRATEGIES
i. Utilize existing data collection methods to ascertain and assess level of student engagement within the community, and, when necessary, create additional venues for data-collection

ii. Expand student leaders’ skill sets to address risk management issues by establishing best practices and training

iii. Cultivate an academic-orientated Greek community through the development of an academic success plan aiming to increase all chapters GPAs by an average of .20 GPA

iv. Increase overall Greek membership to reflect the growing incoming and existing student population to be at least 5% of total undergraduate population

v. Engage students in honest and open discussions related to their decision making

vi. Re-envision and magnify celebration activities for student involvement and activities

b. MEASUREMENTS

i. Launch online risk management training for student organization leaders and advisors

ii. Launch Greek Engagement Survey

iii. Percentage of Greeks will complete Greek Engagement Survey

iv. Percentage of Greeks will have above a 3.0 GPA

v. Percentage of Greeks will graduate within four years

vi. Percentage of Greeks will graduate within six years

vii. All-Greek GPA will increase by .05% points each year

viii. Percentage of Greeks will be able to accurately articulate the varying risks associated with Greek Life

ix. Percentage of Greeks will be able to list effective risk management techniques related to hazing, sexual assault prevention, and drug/alcohol usage

x. Add at least four new Greek organizations to the community

xi. Each Greek organization will increase their size by 50%

xii. Host conversation forums around high-risk behavior

xiii. Add student organization leaders to Emerging Leaders Celebration

xiv. Add additional student leader awards to University Life Award based on year in school and

xv. Creation of Greek Life Awards ceremony

xvi. Implementation of chapter accreditation program to serve as basis for awards

• GOAL: Expand and enrich co-curricular engagement portfolio to augment student learning, increase student retention and bolster student marketable skills development.

a. STRATEGIES

i. Revamp and invigorate leadership program curriculum to accommodate an increase in student involvement

ii. Increase the number of student engagement experiences that provide skills development outside of the classroom

iii. Engage students in reflective learning experiences involving student organizations and leadership development

iv. Evaluate and recalibrate co-curricular transcript program to strengthen skill development and institutional affinity

v. Encourage graduate student involvement through renewed collaboration with the Graduate School
vi. Track retention levels and graduation rates of various ranks of involved students  
vii. Improve the student organization experience through creation of learning objectives and usage of technology  
viii. Strengthen the International Leadership Series and ILS Fellows program to become an exemplary model program  

b. MEASUREMENTS  
i. Increase the size of the Freshman Leadership Organization to accommodate 150 students  
ii. Increase the size of the Sophomore Leaders Involved in Change to accommodate 75 students  
iii. Increase the size of the Leadership TAMU program to accommodate 30 students  
iv. Creation of FLO and SLIC Team Leaders, 10 and 5, respectively  
v. Increase the size and scope of the ILS to reach 900 students  
vi. Increase the size and scope of the SOLE Summit to reach 300 students  
vii. Creation of at least 5 graduate student organizations  
viii. Percentage of student leaders (SGA, CAB, GC, SO Leaders) will be retained from year to year  
ix. Percentage of student leaders will graduate within four years  
x. Percentage of student leaders will graduate within six years  
xii. Percentage of ILS and SOLE Summit participants will be able to accurately articulate the themes of that particular year  
xiii. Percentage of student organization leaders will be able to identify at least four marketable skills they developed  
xiv. Percentage of FLO, SLIC, and LT participants will be able to identify the specific leadership traits associated with the particular curriculum  

*GOAL:* Identify, create and promote spaces for critical dialogue around a social justice agenda to educate and foster self-awareness.  

a. STRATEGIES  
i. Incorporate social justice into most large-scale programs sponsored by the office  
ii. Evaluate, modify, or remove policies, practices, structures or systems that limit access or produce inequities  
iii. Initiate a peer-facilitated intergroup dialogue program to challenge students on power, privilege, and difference  
iv. Creation of social justice service-learning programs to incorporate values of service and respect  
v. Overhaul academic courses to address social justice and intercultural leadership  
vi. Develop a social justice leadership series that encourages personal growth around individual identities and power dynamics  
vii. Institute a respect and dignity campaign to educate students on differences  
viii. Centralize global citizenship as a curriculum focus  

b. MEASUREMENTS
i. CAS assessment related to accessibility of services provided  
ii. Academic course curriculum and syllabus  
iii. Retreat curriculum  
iv. Respect and dignity campaign execution  
v. Survey related to respect and dignity on campus  
vi. Global citizenship Oxfam traits incorporated into curriculum and activities  
vii. Development of inter-group dialogue program  
viii. Program evaluations  
ix. Learning outcomes to include social justice and global citizenship questions  
x. Launching of Alternative Spring Break  
xi. Number of Social Justice Leadership Series  
 xii. Attendance numbers at SJLS  
xiii. Percentage of students who can identify power, privilege, oppression, identities, etc. based off of programmatic evaluations  
xiv. Launching of Social Justice Peer Educators  
xv. Cultural Heritage Month Events  

• GOAL: Initiate opportunities for connection, collaboration and learning with stakeholders to strengthen relationships and bolster individual growth and development.  
  a. STRATEGIES  
   i. Interact with inter/national organizations on a frequent basis to include positive accomplishments of the community  
   ii. Improve website functionality to include data metrics to transparently communicate with external stakeholders.  
   iii. Revitalize connections to departmental contacts while expanding networks to address weaknesses of department  
   iv. Institute primary contacts for departments  
   v. Active engagement by all fulltime staff in one outside organization  
   vi. Creation of the NASPA NUFP program  
  b. MEASUREMENTS  
   i. Institute semester calls with inter/national/local organizations  
   ii. Creation of advisors council  
   iii. Annual update of website  
   iv. Track website usage  
   v. Creation of steering committees (orientation, leadership, engagement)  
   vi. Creation of SOLE Table Talk series featuring different departments  
   vii. Assign contacts for each department  
   viii. All professional staff will hold a leadership position in at least one outside organization  
   ix. Creation of NUFP Program  
  x. At least 5 NUFP participants annually  
  xi. Percentage of NUFP participants are able to identify the professional competencies of student affairs professionals  
  xii. Percentage of NUFP participants are able to identify core functions of student affairs professionals
• GOAL: Exemplify programmatic and professional practice excellence through continuous assessment and innovation while honoring the unique histories, abilities and needs of students and staff.
  
  a. STRATEGIES
    
    i. Engage in research at the micro and macro level
    ii. Involvement in local, regional, and national organizations
    iii. Encourage professional development at all levels
    iv. Institute learning outcomes for all educational programs and create active assessments of programs to serve as educating future decisions
    v. Develop a list peer institutions and utilize these institutions as benchmarks when conducting research
    vi. Generate comprehensive and impactful list of professional competencies for all student employee and staff to utilize as self-evaluation and annual performance review
    vii. Establish a capital campaign to sustain and grow existing and new programmatic and departmental efforts
    viii. Document, share and promote best practices and programmatic efforts nationally through professional associations
  
  b. MEASUREMENTS
    
    i. Conduct research on the benefits of involvement in multicultural Greek organizations
    ii. Publish results of the benefits of involvement in multicultural Greek organizations in the Oracle
    iii. All professional staff will hold a leadership position in at least one outside organization
    iv. Annual attendance at professional meetings and conferences (NASPA, AFA, AFLV, NODA, TACUSPA)
    v. At least five mini professional development opportunities annually on campus
    vi. Creation of learning outcomes for all programmatic initiatives
    vii. Create of assessment plan for each programmatic initiative
    viii. Annual review of learning outcomes and assessments
    ix. Creation of peer institutions list
    x. Creation of new evaluation process based on professional competencies
    xi. 100% of student staff and professional staff are able to accurately articulate the professional competencies of the office
    xii. Creation of 3 separate leadership endowment funds: Student Involvement Discretionary Fund; Greek Leadership Fund; Student Leadership Fund
    xiii. Raise at least $25,000 in each endowment account
    xiv. Apply for and receive at least two grants for departmental programmatic efforts
    xv. Submit nominations for awards for programmatic initiatives and individuals to NASPA, AFA, AFLV, NODA
    xvi. Author at least one article in NASPA, AFA, AFLV, NODA annually