

## 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 TAMU 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 TAMU 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.

## Strategic Goals, Strategies and Objectives 2018-2022

- GOAL: Construct dynamic new student programs building affinity for and successfully transitioning students to the Dustdevil community.
  - a. STRATEGIES
    - i. Provide innovative, student-centered orientation programs to new students
    - ii. Use emerging technologies that maintain efficiency and success
    - iii. Train and develop students to serve as ambassadors for the University
    - iv. Create an extended orientation program focused on leadership development
    - v. 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
    - vi. Partner with TAMIU Athletics and Institutional Advancement to generate school spirit at the onset of the student experience
  - b. MEASUREMENTS
    - i. Number of students that attend Freshman Student Orientation: Dusty Camp will persist at TAMIU from year one to year two
    - ii. 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)
    - iii. 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
    - iv. Percentage of students that attend Freshman Student Orientation: Dusty Camp will be able to accurately articulate the academic requirements of the Core Curriculum
    - v. All orientation educational work sessions will have student learning outcomes associated with them
    - vi. Creation of new Dusty Camp schedule
    - vii. Academic connections added to the Week of Welcome Schedule, including Faculty/Student Mixer
    - viii. Percentage of students that attend Freshman Student Orientation: Dusty Camp will be able to meet the associated learning outcomes of each educational work session
    - ix. An extended orientation program will be created and at least 50 students will participate
    - x. Percentage of extended orientation program participants will be able to identify leadership traits based off curriculum
    - xi. Develop new OL training schedule focused on professional competencies and skill development
    - xii. Percentage of OLs will be able to articulate skills developed and how they will apply those skills to their future careers
    - xiii. 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 TAMIU 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
- xi. Percentage of ILS and SOLE Summit participants will be able to accurately articulate the themes of that particular year
- xii. Percentage of student organization leaders will be able to identify at least four marketable skills they developed
- xiii. Percentage of FLO, SLIC, and LT participants will be able to identify the specific leadership traits associated with the particular curriculum
- xiv. Implementation of the student organization finance module from Campus Labs
- xv. Implementation of the card-swiping feature from Campus Labs
- xvi. Successful launch of the National Society of Leadership and Success program
- xvii. NSLS program has at least 200 students enrolled
- xviii. Creation and launch of annual Student Organization Leader Engagement survey
- xix. Leadership programs have academic courses associated taught by SOLE staff

- 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