Division of Student Affairs
3 Year Strategic Plan

UIS Vision
UIS will be a premier public university offering innovative, high-quality liberal arts education, public affairs activities, and professional programs dedicated to academic excellence, to enriching individual lives, and to making a difference in the world.

UIS Mission
- The University of Illinois at Springfield provides an intellectually rich, collaborative, and intimate learning environment for students, faculty, and staff, while serving local, regional, state, national, and international communities.
- UIS serves its students by building a faculty whose members have a passion for teaching and by creating an environment that nurtures learning. Our faculty members engage students in small classes and experiential learning settings. At UIS, the undergraduate and graduate curricula and the professional programs emphasize liberal arts, interdisciplinary approaches, lifelong learning, and engaged citizenship.
- UIS provides its students with the knowledge, skills, and experience that lead to productive careers in the private and public sectors.
- UIS serves the pursuit of knowledge by encouraging and valuing excellence in scholarship. Scholarship at UIS is broadly defined. Faculty members are engaged in the scholarship of discovery, integration, application, and teaching. Excellence in teaching and meaningful service depend on a foundation of excellence in scholarship.
- One vital area in which UIS extends its scholarship, teaching, learning, and expertise beyond the campus is in the broad area of public affairs. From its location in the state capital, UIS shapes and informs public policy, trains tomorrow’s leaders, and enriches its learning environment through a wide range of public affairs activities, programs, and organizations.
- UIS empowers its students, faculty, and staff by being a leader in online education and classroom technology. UIS uses technology to enhance its distinctive learning environment and extend that environment beyond the boundaries of the campus.
It’s our declaration to the world about who we are. It’s our reputation, a promise built on core strengths we can demonstrate. It’s also what makes us unique.

At UIS, leadership is woven into the curriculum and into the rich abundance of opportunities that students have to shape their college experience. We define leadership, not with titles, but by initiative and ideas. Both faculty and students leave their mark through research and scholarship, building new traditions, and connecting with the community, early and often. The result? Thousands of graduates making a difference in the world.

Leadership lived at UIS. Every day.
UIS' Four Core Attributes

Teaching-focused Academic Experience
Gifted and ambitious, our professors could go anywhere. They choose UIS because of our fundamental dedication to teaching. Teaching that puts them face to face with students in the classroom or interacting directly with students online. Professors know their students at UIS – their names, their strengths, their goals. One important outcome of a UIS education is the long-term relationships you’ll form with these talented mentors.

An Abundance of Opportunities to Collaborate
Teaching and learning at UIS is all about collaboration. Students do research alongside faculty. The University partners with business and industry. Professors team teach and courses reflect perspectives from multiple majors. The lines are blurred because that’s how life is. You will learn actively and leave with a big picture view that will ably guide you through your career and through life.

A Right-sized, Supportive Community
It’s not just about being the right sized campus. How you connect with your college comes down to the faces you see every day, the people you interact with online, and how those human connections make you feel. UIS takes pride in being a warm, welcoming campus where faculty and staff support the academic and extracurricular endeavors of students. Ask our graduates what they remember most about college and they start naming names.

A Tradition of Educating Public Servants and Leaders
UIS places a special emphasis on public affairs and global citizenship. How could we not, being located in the heart of government and all things Abraham Lincoln? We are proud of our tradition of educating tomorrow’s leaders and public servants through a wide variety of related majors and extraordinary internships. Many choose service and non-profit careers, others excel in the private sector. All are contributing to a better world through ethical leadership and a commitment to making a difference.
Division of Student Affairs Mission

- The Division of Student Affairs is a team of professionals dedicated to the mission of UIS who contributes to the personal and professional development of students. Programs and services offered inspire students to take ownership of self and social responsibility, to become globally aware citizens and who appreciate human diversity, and through enhancing holistic development. "Students First!" is the philosophy that inspires, empowers and unites us.

- Division Themes – Students First, Excellence in Client Services
Goals:

- **Excellent Service**
  Holding our programs and staff to excellence in all that we do, Student Affairs respectfully supports students, faculty, staff, and parents with professional care. Our programs, services, and facilities assist students in their transition to campus life and help them to navigate and complete the college experience and to derive the greatest value and pleasure from their time at UIS.

- **Student Development**
  Our staff of professionals is committed to the enhancement of student leadership and the cultivation of their civic engagement. Student Affairs directly supports students' life-long development of personal, academic, and social skills.

- **Building Community**
  Our strong community partnerships and deep involvement actively engage students and faculty in the larger social system and promote service learning, social justice and civic engagement. We offer a safe, open, welcoming community that nurtures healthy personal development and a sense of belonging to everyone in the campus community.

- **Diversity**
  We work to attract, to hire, and to retain students, faculty, and staff of all backgrounds. Our goal is a rich multicultural environment. Student Affairs emphasizes to its students and staff a diverse, tolerant campus community.

- **Organizational & Professional Development**
  The Student Affairs staff exhibits the values we hope students will exhibit. Our staff learns constantly as we serve and work collaboratively with students and colleagues to achieve a shared vision.
Foundation for Strategic Planning

Strategic planning is a process of answering five questions: Why do we exist?, What do we want to create?, How are we going to get there?, How will we know if we are successful?, and What do we want to do now? (Seymour, 2011). We derive these answers from our mission and vision statements, from our division goals and from the development of division strategic initiatives.

These division strategic initiatives, which are linked to University strategic initiatives, must then be linked to department goals and objectives to form a continuous strategic plan. The Division Strategic Initiatives for this Three Year Strategic Plan are as follows:

**Strategic Initiatives – Themes of Student Enrollment, Student Retention, and Student Success**

Strategic initiatives were developed to encompass the major focus of the division – *holistic learning, student centered service, multicultural competence, and a healthy mind, body, and spirit.*

Departments will develop strategic plans (goals) to link and support these division initiatives. (Not all department goals will link to these initiatives.) Departments are expected to develop strategic goals relevant to their mission and the division mission. Not every department will have goals for every initiative.

**Strategic Plan Model** – departmental planning should be based on goals which will be completed in three years. In planning the three year goals, the objective in year one should support year two and year two should support year three so the goal is complete in year three.

Definitions:

<table>
<thead>
<tr>
<th>Plan:</th>
<th>Goal</th>
<th>Objective</th>
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<tbody>
<tr>
<td>Action:</td>
<td>Broad plan</td>
<td>Narrow plan</td>
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<tr>
<td>Example:</td>
<td>Generic action</td>
<td>Specific action</td>
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<tr>
<td>Example:</td>
<td>I want to achieve success in</td>
<td>I want to complete this thesis on genetic research by the end of this month.</td>
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<tr>
<td>Measure:</td>
<td>Goals may not be strictly</td>
<td>Must be measurable and tangible.</td>
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<tr>
<td>Time frame:</td>
<td>Measurable or tangible.</td>
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<tr>
<td>Meaning:</td>
<td>The purpose toward which an</td>
<td></td>
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<td></td>
<td>endeavor is directed.</td>
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**Department Goals**
- Goals should be written focusing on a broad idea related to the department, division and university
- Whether objective focused or learning outcome focused, the objectives should be clear, measurable, attainable and assessable.

**Learning Outcomes Defined**
Student Learning Outcomes that are overarching, clear, and assessable statements that identify and define what a student or staff is able to do at the successful completion of a specific course, program, activity, or process. These outcomes may involve a combination of knowledge, skills/abilities, and/or attitudes that display behavioral evidence that learning has occurred at a specific level of competency. Typically, learning outcomes are relevant, measurable, and an achievable directive or goal.
Guidelines for Goal Setting

There are four division initiatives or areas of focus. Under each initiative are some recommendations for Goals. You can use these goals or write your own. Each goal will have 2-4 objectives that will help the department complete the goal. Again, this can be planned over three years, but the objectives should be built on each other in order to complete the goal by year three. If you choose to complete the goal in one year that is fine also. Each objective should include the following information:

- **Description of the Objective**
- **Dates of the objective will begin and end**
- **Person responsible for the objective**
- **Cost**
- **Assessment – how the results of the objective will be measured.**
Strategic Initiatives

(1) HOLISTIC LEARNING

- Enhance student engagement in learning communities.
- Provide reflective component to learning opportunities.
- Provide measurable and reflective learning opportunities through student work assignments, student projects and/or extracurricular activities.
- Increase faculty/staff partnerships that support curricular initiatives
- Engage students in opportunities with community partners who connect to students' academic interests (volunteering, internships, alumni, career interviews and service)
- Provide/offer experiential learning opportunities that are tightly integrated into students’ curricular and co-curricular experience and engage students in these opportunities.
- Construct and organize educational communities that maximize student involvement and engage students in learning
- Develop a campus environment that optimizes common educational experiences to support personal, professional, and academic learning in all settings — in class and outside class.
- Provide opportunities for students to translate and apply knowledge, skill, and meaning acquisition into the context of the student’s life and profession.
• Provide opportunities for students to serve in their communities, both on-campus and off.
• Promote a sense of passion associated with, personal value of, and long-term commitment to community and service.
• Help students recognize and develop leadership skills via their experiences outside of the classroom.
• Help students understand the connections between their experiences in service and leadership as they relate to current social issues, academic content, and career goals.
• Provide opportunities for reflection on service and leadership experiences.
• Recognize and celebrate service and leadership at all levels of student involvement.
• Engage faculty and staff in service and leadership opportunities alongside students.

(2) STUDENT CENTERED SERVICES
• Provide a support structure on all levels and with all activities
• Provide excellence in Customer Service
• Promote Professional Development to ensure an understanding of division mission and strategic initiatives and promoting staff growth with division/department informational training series sessions
• Improve communications throughout the division and campus
• Promote student staff development through instruction, mentoring, job shadowing, and social opportunities
• Facilitate collaboration within the division
(3) MULTICULTURAL COMPETENCE

- Create an environment that encourages self-awareness and self-knowledge
- Demonstrate a commitment to diversity and inclusion through programming and hiring practices
- Create diverse, inclusive communities that enhance student connectedness
- Successfully integrate the concept of Inclusion into every student experience
- Students will engage with understanding of who they are in this world and how they relate to others in this world
- Create programming opportunities for global awareness and multicultural dialogue with positive measures to reduce bias and stereotyping
- Create staff and student training opportunities to promote multicultural competence

(4) HEALTHY MIND, BODY, & SPIRIT

- Enhance mind, body, and spirit opportunities.
- Foster campus culture that emphasizes responsible decision making re: health alcohol and drugs.
- Increase student understanding of how to choose to live a healthy life ... or ... Increase student awareness of the steps they can take to develop and maintain a healthy life
- Provide programs and services that produce optimum health and safety outcomes for college students and campus communities
- Develop a campus climate that promotes a healthy mind, body and spirit through collaboration, program implementation and campus outreach, and inclusion of international and other diverse populations
- Utilize evidence-based knowledge about the health and wellness to guide program development
(5) RECRUITMENT, RETENTION, AND ENROLLMENT

- Create a positive, inviting atmosphere for potential students, current students, alumni and their families
- Create programming and activities for commuter students, their families and other non-resident student
groups (including ESL and IEP students)
- Increase communication regarding opportunities for engagement and involvement on campus and in the
  community
- Improve timeliness of identification of at-risk students and guidance toward resources and services
  (financial, academic, career, health and wellness, and social)
- Improve and increase marketing and external communications to all state high school students and their
  parents
- Create a campus focused recruitment and retention effort and environment that utilizes all staff, faculty,
alumni and students
Strategic Framework

UIS VISION AND MISSION

UIS COMMITMENTS

Flexible Experiential Learning,
Student Centered Development,
Community Building and Scholarship
Engagement and Service

DIVISION VALUES

Excellent Service
Student Development and Formation of the Whole Person
Community Building with Student Involvement and Engagement
Diverse and Inclusive Community
Organizational and Professional Development

STRATEGIC INITIATIVES

Holistic Learning
Student Centered Services
Multicultural Competence
Healthy Mind, Body, and Spirit
Recruitment, Retention and Enrollment

Departmental Goals that support the Strategic Initiatives

Assessment of Programs and Services with regard to supporting the Strategic Initiatives

Assessment of Programs and Services with regard to supporting the Higher Learning Commission Criteria for Accreditation

UNIVERSITY OF ILLINOIS SPRINGFIELD
The Higher Learning Commission
Criteria for Accreditation

- Criteria 1 – Mission: The institution’s mission is clear and articulated publicly; it guides the institution’s operations.

- Criteria 2 – Integrity: Ethical and Responsible Conduct: The institution acts with integrity; its conduct is ethical and responsible.

- Criteria 3 – Teaching and Learning: Quality, Resources, and Support: The institution provides high quality education, wherever and however its offerings are delivered.
The Higher Learning Commission
Criteria for Accreditation

- Criteria 4 – Teaching and Learning: Evaluation and Improvement: The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

- Criteria 5 – Resources, Planning, and Institutional Effectiveness: The institution’s resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.
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<tr>
<th>Department</th>
<th>Linked to a Strategic Initiative? (List Initiative)</th>
<th>Starting Date &amp; Ending Date</th>
<th>Responsible Person</th>
<th>Cost</th>
<th>Assessment Objective or Desired Learning Outcome Met?</th>
<th>Links to HLC Criteria for Accreditation? (List Criteria)</th>
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