

Dean of Students Department Strategic Plan 2010-11

Goal 1: Integrate Academic and Student Life

Immediate Outcomes (a/v 2010-2011)

1) Intended Outcome:

As a result of participating in “Whole Life” activities, female students will develop community, increase sense of self-awareness, and increase level of self-confidence (A&E)

Action Steps:

- Develop curriculum. (SU 2010)
 - Create topics based upon feedback from current and past groups including female athletes, Circle of Sisters, and members of courses
 - Link topics with areas participants deemed a “need” in the Women’s Center Perception Survey of Fall 2008
 - Merge practical skills with theoretical and critical inquiry
- Secure facilitators from across campus and local community (SU 2010-FA 2010)
- Design workbooks (SU 2010)
- Market and recruit to students (SU 2010-early SP 2011)

Assessment:

- Assess related core competencies at various times throughout the program. (FA 2010 (beginning and end) and SP 2011 (beginning and end))
- Control for amount of sessions attended, what participants knew before attending, objective data acquisition, and self-determined success. (FA 2010-SP 2010)
- Conduct random focus groups at least twice per academic year to acquire detailed qualitative data. (FA 2010-SP 2011)

2) Intended Outcome:

By recruiting faculty to actively engage in OMA’s PreLUision curriculum, students will be exposed to a variety of disciplines as well as connect interpersonally with Lehigh University faculty in an out of classroom environment (A&E)

Action Steps:

- OMA will actively recruit faculty to take part in a faculty lunch and networking event
- OMA staff and Gauntlet Leaders will discuss the importance of utilizing faculty resources and seeking faculty mentors as a means of being successful academically

Assessment:

- Program evaluations via Student Voice

- Discussions with student participants about perceived value of meeting with faculty in advance of classes beginning

3) Intended Outcome:

By actively collaborating with the CEC, the OMA will provide informal discussion opportunities for faculty and students to discuss academics, future professional goals, internship opportunities and strategies for integrating students' academic and social life to assist in developing the whole student. (A&E)

Action Steps:

- OMA will host one faculty appreciation day per semester in the M-Room
- OMA will reach out to CEC in order to gain support for this initiative

Assessment:

- Program Evaluations via Student Voice

4) Intended Outcome:

As a result of expanding and enhancing the LGBTQIA panel discussions and further institutionalizing the program, students, faculty, and staff will be better educated on history, issues, and trends related to LGBTQIA people (A&E)

Action Steps:

- Expand and market the peer education panel program on sexual and gender diversity.
- Create assessment instrument
- Attend requested sessions and speak in classes
- Complete an informational piece of media on typical questions and ways to respond for students who are selected as panelists
- More heavily advertise panels to Lehigh community
- Establish regular requests for panels within some academic courses
- Publicize panel discussions through targeted media outreach so that they become an integral program that more Lehigh professors will incorporate into their classes (Ongoing)

Assessment:

- Document professor's requests for panels in multiple courses and over multiple semesters
- Utilize a post-event survey that asks participants to recall information presented during the session

5) Intended Outcome:

As a result of more fully establishing a course entitled “Working with LGBTQI Populations” within the College of Education, a larger number of graduate students will be able to learn about LGBTQI history and theory (A&E)

Action Steps:

- Teach 1 – 2 sections of the course per year
- Apply for formal recognition of course through the Faculty committee

Assessment:

- Course offered at least once a year.
- Approval of course through the faculty committee
- Lehigh course evaluation

6) Intended Outcome:

The University community will have more complete understanding of policies that apply to students through construction and distribution of a well organized, technology based student handbook. (CLSC)

Action Steps:

- Continue meeting with General Counsel’s Office to discuss content needs (2009)
- Meet with stakeholders and content providers (Spring 2010)
- Develop new handbook (Fall 2010 – Spring 2011)

Assessment:

- Content reduction by 20% of 2009-2011 book
- Meets with approval of campus community.

7) Intended Outcome:

The University community will enhance its already fundamentally fair process for resolving cases involving sexual misconduct by developing and training a pool of “University friends” for students who have been accused of sexual misconduct. (CLSC)

Action Steps:

- Meet with Assoc. Dean and General Counsel (September 2010)
- Develop Training (September 2010)
- Recruit Volunteers and Train (October 2010)

8) Intended Outcome:

To further connections with academic departments and integrate learning curriculum into the residential experience, the Office of Residence Life will continue the development and improvement of *Live Lehigh!* as upper class, student initiated, themed residential communities. (CLSC)

Action Steps:

- Develop a training curriculum for community coordinators.
- RLC liaison will facilitate frequent meetings with community coordinators to assist with program planning and theme integration into living environment.
- Increase communication with faculty and staff advisors regarding status of communities, financial management, and reapplication/assessment processes.
- Partner with any students, staff, or faculty interested in developing a new community.
- Marketing and information sessions
- Programming and educational expectations for each community

Assessment:

- End of semester (fall and spring) assessment including programmatic efforts will be completed by each community.
- Individual discussions with community coordinators, faculty/staff advisors.
- Larger focus groups with each themed community.
- Survey participants for satisfaction with and quality of learning environment.

9) Intended Outcome:

The Center for Academic Success will expand programming efforts for student groups and organizations. (ALST)

Action Steps:

- Continue to work closely with athletics in efforts to facilitate athlete tutoring and implement study skills programming
- Continue to work closely with OFSA and the GLC's on programming for Greek organizations
- Work with Res Life and the RLC's and gryphons to increase programming for students in residence halls
- Work with the OMA to provide services and/or programming for students of color and underrepresented students
- Reach out to student-run organizations and clubs
- Create study skills workshop evaluation
- Increase marketing for study skills program

Assessment:

- Study Skills Workshop Evaluation
- Study Skills end of semester report

10) Intended Outcome:

As a result of intentional training programs and supervision, the student staff of the Center for Academic Success will develop essential skills. (ALST)

Action Steps:

- Implement use of new on-line training and course site discussion board
- Implement mid-term 1-on-1 meetings and self evaluations for all tutors
- Provide tutors official feedback from Tutoring Services Evals
- Offer training workshops for student tutors
- Encourage GA's to participate in LU professional development opportunities
- Begin to explore tutor certification through CRLA or NTA

Assessment:

- Create tutor training evaluation
- Distribute Tutor Surveys F10 and SP11
- Conduct GA interviews F10 and SP11

11) Intended Outcome:

Lehigh University community will become aware of universal design concepts and will begin to implement best practices of universal design consistent with the role and responsibility of individual departments. (ALST)

Action Steps:

- Continue to collaborate with Lehigh lab to provide seminars on Universal Design topics
- Explore the accessibility issues for individuals with temporary injuries
- Explore transportation accessibility for individual with mobility impairments
- Redesign website to include Universal Design concepts

12) Intended Outcome:

As a result of the Faculty Survey on Academic Support Services for Students with Disabilities, faculty will become more aware of university policies and procedures regarding students with disabilities, as well as the theoretical concepts which drive our department. (ALST)

Action Steps:

- Continue to consult and collaborate with faculty on Academic Support Services
- Redesign website to include Faculty link on policies and procedures

13) Intended Outcome:

As a result of an increased numbers of individuals with physical, sensory and neurological disabilities, Lehigh University will have current policies and procedures regarding auxiliary care for individuals with disabilities.

Action Steps:

- Develop Documentation Guidelines for Autism Spectrum Disorder

- Develop Policy on Service Animals on Campus
- Develop Policy on Attendant Care
- Develop Housing Accommodation Request Form in collaboration with Residential Services

14) Intended Outcome:

Learning Disability Support Services will broaden its assessment of the impact of first year student support for students with learning disabilities and/or ADHD. (ALST)

Action Steps:

- Work with Student Voice to develop a pre/post survey for first year students with learning disabilities and/or ADHD
- Administer the survey in September 2010 and May 2011

Extended Outcomes (2 – 3 years out)

1) Intended Outcome:

By cultivating partnerships between the Office of Student Activities and faculty members and undertaking joint initiatives, students will experience a more stimulating and holistic campus learning environment (CIL)

Action Steps:

- Work with faculty partners to explore potential programming options that would be of interest to them and fulfill the goals of Student Activities (Fall 2010 - Spring 2012)
- Work with Student Senate to continue the “Dine & Discover Luncheon” that allows for students to have lunch with their faculty members (Spring 2011)
- Provide training sessions and online resources for student organization advisors (faculty and staff) regarding Lehigh University policies and procedures that pertain to clubs and organizations. (Fall 2010-Spring 2011)

Assessment:

- Track meetings with faculty members to explore their interests and discuss programming opportunities (Spring 2011)
- Ask faculty members and students who participate in the “Dine & Discover Luncheon” program to comment on their experience (Spring 2011)
- Ask advisors via an annual survey to comment on how they are utilized by clubs and organizations, what benefits they receive from advising, and what they would like to see done for advisors (Spring 2011)

2) **Intended Outcome:**

The Center for Academic Success will offer tutoring and other programming that is widely available and more cost-effective. (ALST)

Action Steps:

- Continue to expand group tutoring program, offering more groups, larger groups, and an easier way for tutors to manage and track groups
- Work with Center GA's in an effort to continue to increase the tutoring services offered by our GA's
- Allow students to select the day and time of their tutoring group for the semester
- Assess Phy 11 group tutoring (F10) versus Phy 11 walk-in tutoring (F09)
- Continue to work closely with the CHM 30 faculty and offer walk-in tutoring
- Continue to work closely with faculty and share information about Center services

Assessment:

- Tutoring Services Evaluation
- Create CHM 30 walk-in evaluation for Fall 10
- Create Phy 11 tutoring report comparing usage and cost F09 and F10
- Conduct Tutor Interviews and seek out feedback
- Conduct GA Interviews F10 and SP11

Goal 2: Provide opportunities for students to develop essential life skills as outlined in the Core Developmental Competencies Model

1) **Intended Outcome:**

As a result of participating in active outdoor experiences offered through the Office of Student Activities, our students will have the ability to build positive supportive relationships, increase their self-esteem, improve their leadership and problem solving skills, develop a sense of community, gain a greater respect for the outdoors, and support a successful transition to Lehigh.

Action Steps:

- Continue to enhance and improve the Outdoor Adventure experience by creating opportunities for students to bond with one another making an easier transition to college
- Continue to provide recreational, affordable day trips
- Collaborate with clubs and organizations on trip planning
- Continue to solicit experience outdoor guest speakers

Assessment:

- These learning outcomes will be assessed within in each program by students completing a satisfaction survey upon conclusion of their trips

2) **Intended Outcome:**

The Office of Student Activities Graduate Assistant will demonstrate an increase in critical thinking skills as a result of utilizing a revised job description that includes more interaction with university constituencies, program planning, and other practical experiences (CIL)

Action Steps:

- GA will plan, implement and assess a number of program and activities from start to finish within the office
- GA will assist in supervision of undergraduate student staff GA will conduct bi-weekly staff meetings focusing on core skill
- GA will attend professional development opportunities

Assessment:

- Compile survey with regard to the quality of training and preparedness for the position
- Exit interview to discuss which outcomes were met and which were not
- Assess the GA position description on an ongoing basis

3) **Intended Outcome:**

Student employees who participate in enhanced training through the Office of Student Activities, will demonstrate strong event management techniques, use personal experiences and observations to form logical decisions, have a broader sense of how their work affects the campus community, develop transferable skills, and be able to apply and follow approved precautions and procedures at all times (CIL)

Action Steps:

- Foster a healthy work environment where students feel valued
- Students will be trained to develop, implement and promote events through regularly scheduled meetings/workshops
- Student leaders/employees will be encouraged to participate in leadership opportunities and experiences through the OSLD
- Provide cross-training for Lamberton and Ulrich student staff members on emergency preparedness

Assessment:

- For returning employees, a self-evaluation must be completed at the beginning and end of the semester
- For new employees, pre-testing will occur no later than 1 month after hiring – continue with new employees
- Performance evaluations on each student employee will be completed
- Personal observation of student workers and their behaviors

4) Intended Outcome:

As a result of frequently participating in OMA programming, students' self-efficacy will increase, and they will develop core competencies in areas related to "Individual Identity Development" and "Interpersonal Development, Equity, Community and Global Engagement" (A&E)

Action Steps:

- Encourage consistent student participation in programs such as PreLUision, Men of Color Alliance, 7 Seeds of Success, Welcome Home Celebration, Brown Bag discussions, heritage Month Celebrations & other initiatives
- Intentionally infuse the core developmental competencies model into training students via student leader retreats (CPB & Kaleidoscope)

Assessment:

- Observation of student behavior during and following programs
- Tracking attendance at all major office sponsored initiatives
- Intentionally designed and regularly administered program evaluations
- Behavioral observation through individual coaching/mentoring meetings

5) Intended Outcome:

Undergraduate and Graduate Student Center staff will develop and be able to demonstrate essential life skills as a result of intentional training programs, supervision, and personal/professional development opportunities (CIL)

Action Steps:

- Through consultation with Career Services and Placement Recruiters SCF staff will be prepared to facilitate training with students on marketable life skills (i.e. problem solving, critical thinking, supervision, etc.)
- Coach student staff members so that they learn to enhance their personal resume as a result of their Student Center Facilities work experience

Assessment:

- Specific core skills will be selected and pre and post-tests will be given to student staff members to evaluate their skill development
- Behavioral observation during 1-1 supervision conversations and building staff meetings

6) Intended Outcome:

By acting as a connective hub for infusing leadership development throughout the campus community, students will be able to examine, articulate and enact their personal philosophy of leadership and transfer skills and experiences from one opportunity to another (CIL)

Action Steps:

- The closing reception for the PEER Leadership will be enhanced to include staff members beyond instructors and to meaningfully integrate students leadership statements of purpose and the connections the statements have to various involvements
- Professor Giambatista from the CBE will be consulted as the Phase 4 curriculum is enhanced with management leadership theory
- The Athletics Leadership Coordinator will partner with the Office of Fraternity and Sorority Affairs and the Leadership Lehigh program to coordinate and execute a leadership discussion among key leaders of various sub-populations within the student body to examine their shared personal responsibility and leadership to the campus community
- The LAUNCH program for senior student-athletes will be expanded to include elements of reflection upon leadership experiences, alumni education (through collaboration with the Alumni Association), personal health and wellness (through collaboration with Sports Medicine) and dialogue with identified mentors
- Team consulting services will be enhanced by partnering with Counseling Services in order for student-athletes to become empowered to enact leadership concepts regularly
- The Leadership Programs Coordinator will bring together the Office of Multicultural Affairs, the Counseling Center, and the Office of Fraternity and Sorority Affairs to create a framework for peer education facilitation training that can be utilized and adapted to meet the needs of any program utilizing peer educators as well as create partnerships for leading the trainings

Assessment:

- Event feedback forms will be created and collected in order to gather participant perceptions about discussions between leaders in various sub populations

7) Intended Outcome:

By critically assessing the congruence between prominent leadership theory, the various stages and cycles of the learning process and the current landscape of college students, the Office of Student Leadership Development will adaptively reconstruct delivery options in an agile manner that reflects individuals leadership experiences and identity development processes (CIL)

Action Steps:

- The Leadership Lehigh retreat will be restructured to foster intragroup collaborations, team building and decision making while simultaneously connecting group specific learning outcomes to the new capture the idol competition
- All athletics leadership workshop content and delivery methods will be reviewed and revised in order to include opportunities for challenging dialogue with peers, intentional reflection, and experiential learning
- A new approach to team consulting will be explored through partnership with the athletics strength and conditioning trainer and the OSLD ropes course

- The Lehigh P.R.I.D.E. program will be reviewed and revised in order to most effectively introduce the leadership development process to all first year student-athletes
- The Leadership Programs Coordinator will partner with the Director of Fraternity and Sorority Affairs to fully implement and educate all fraternities and sororities on the new core competencies-based Chapter Accreditation Process
- The Student Leadership Trainers (SLT) will adopt more of a long-term consulting approach to working with fraternities, sororities, and other student organizations to establish relationships between the SLT and the organization, build organizational knowledge, and produce more relevant and effective workshops and programs
- The Leadership Programs Coordinator will work with individual organizations to create an officer transition program emphasizing the role of former officers as mentors and re-educating them on the role of an engaged member without having an official title

Assessment:

- Comprehensive curriculum notebooks for Leadership Academy will be created including: measureable learning outcomes for each athletics leadership workshop, program evaluations to determine effectiveness, and student learning and satisfaction
- A pilot program for team consulting with the conditioning trainer will be explored and evaluated through participant feedback
- Student and staff focus groups will be assembled in the fall semester, monthly blogs from the chapter presidents and a panelist liaison program will be created to monitor regular learning of the chapter leadership with regard to the core competency based accreditation process
- The number of organizations and programs administered will be recorded and surveys will be administered to measure effectiveness of new long-term SLT system
- Evaluations on the effectiveness of a new officer training program will be collected from both participants and the current officers based on their observations of behavior of past officers

8) Intended Outcome:

Female student athletes who participate in “She’s Got Game” sessions offered through Athletics Leadership Development and the Women’s Center will enhance their self confidence and ability to act upon their sense of self worth, specifically in terms of individual identity development and community development (CIL/AE)

Action Steps:

- The Athletics Leadership Coordinator will partner with the Director of the Women’s Center and an intern to expand the “She’s Got Game” female athlete discussion series to include opportunities for female and male athletes to engage in challenging dialogue around issues of gender and social expectations

Assessment:

- Participation in “She’s Got Game” will be recorded

9) Intended Outcome:

The University community will have a more organized and efficient Code of Conduct through the review process as outlined in the Code of Conduct. (CLSC)

Action Steps:

- Disciplinary Review Committee Meeting and General Counsel (Sept. 2010)
- Develop potential changes (October 2010)
- Hold Town Hall Meetings (Nov – Dec 2010)
- Reconvene Disciplinary Review (January 2011)
- Finalize draft (January 2011)
- Present to Faculty (February 2011)

Assessment:

- Completed Code Revision
- Meets with approval of campus community

10) Intended Outcome:

By participating in the Gryphon selection process, students will gain experience meeting group goals, develop oral and written communication skills, and articulate a personal leadership style. (CLSC)

Action Steps:

- Rewrite new and returning interview questions to assess core skill development.
- Communicate core competencies and learning outcomes in Carousel process and intentionally chose activities which develop specific skill sets
- Redesign application questions to focus on leadership and involvement.
- Redesign returning Gryphon application process to demonstrate progress and create criteria for returning Gryphon selection

Assessment:

- Reflection session after Carousel and interview questions added to gauge learning of core skills
- Data collected from candidates and successful completion of selection process
- Application essay will articulate student personal leadership style

11) Intended Outcome:

As a result of participating in Gryphon training, in-services, and the evaluation processes, the Office of Residence Life will be able to articulate student satisfaction, engagement and learning. (CLSC)

Action Steps:

- Each session in training and each in-service within Residence Life will address learning outcomes and core competency/skill objectives.

- Create a theme or series with in-services offered to address particular core skills.
- Review and revise training session assessment and communicate results of assessment to presenters

Assessment:

- Each session in training will be followed by satisfaction and learning evaluation
- Pre- and post-training survey
- Post-training exam for content presented during fall training

12) Intended Outcome:

OFSA will implement the revised Accreditation process on a community-wide level, in order to integrate the Core Developmental Skills and enhance development in all fraternities and sororities. (CLSC)

Action Steps:

- Final refinement of Community Development area to reflect distinction between community service and philanthropy
- Final refinement of Facilities Management area to reflect on-going chapter commitment to sustainability initiatives
- Fall 2010 community-wide rollout and educational sessions on process
- Creation of Accreditation panelist liaison program for fall 2010
- Fall 2010 Greek Alumni Council follow up on pilot programs
- Continued integration of Accreditation into streamlined Greek Awards programming
- Reorganization of committee structure, including selection and training to include faculty panelists
- Creation of year-long chapter Accreditation blogging program
- Implementation of Next Steps Accreditation Committee recommendations as deemed appropriate

Assessment:

- Use of Accreditation pilot groups as focus groups for new process
- Continued utilization of Accreditation synopses to understand chapter developmental needs for 2010-11
- Continued utilization of Next Steps Committee and Greek Alumni Council as focus groups
- Use of Accreditation panelist feedback and ideas for training and post-Accreditation pilot group revisions
- Continued benchmarking of Accreditation process in comparison to other assessment processes considered best in the field
- Utilization of blogging for chapters to discuss experiences while undergoing new process

Extended Outcome (2-3 years out):

As a result of the revised Accreditation process, chapters will display increased understanding and application of the values-based mission of their organization(s), as well as the ability to incorporate that mission into the everyday programs, practices and activities. (CLSC)

1) Intended Outcome:

OFSA and the fraternity and sorority community will continue the development and implementation of the Peer Values Educator (PVE) initiative to educate the Lehigh community on social decision making, hazing prevention education, and bystander intervention. (CLSC)

Action Steps:

- Fully implement the revised Social Decision Making program targeted at first year students
- Implement discussion points related to the Hawk's Oath in all program curricula
- Support student development of a potential fourth program on social media influence and usage
- Continue training, evaluation, and semesterly recruitment of new PVEs
- Partner with the Office of Residence Life to provide a hazing simulation and processing for Crisis Keepers during Gryphon training. Attend Gryphon staff meetings once per semester to solicit and schedule program requests
- Creation of Course Site website for PVEs to access resources, scheduling, reflection, assessment, and evaluation

Assessment:

- Individual PVE evaluations completed via form on Course Site after each program facilitated
- Individual meetings between PVEs and Greek Life Coordinator to discuss and evaluate overall program effectiveness each semester
- End of semester focus group with PVEs to obtain their perspective on how the sessions/process went and make recommendations for curriculum revisions
- Focus groups once per semester to obtain reactions from Gryphons to both the programs as well as observations of residents who participated
- Pre- and post-evaluations completed by student participants for each program
- Tracking number of programs requested and completed and by which group(s)/population(s)
- Follow up meeting between Greek Life Coordinator and chapters that sponsored a PVE program to discuss short and long term effectiveness within the chapter

Extended Outcome (2-3 years out)

1) Intended Outcome:

As a result of participating in training sessions offered through the Office of Student Activities and direct advising of clubs and organization, students will learn to effectively plan events, understand University policies pertaining to clubs and organizations, improve leadership and problem solving skills, and participate in responsible social interaction (CIL)

Action Steps:

- Conduct training sessions for new club and organization presidents and treasurers at the beginning of each semester
- Revise the event planning guide in collaboration with the Office of Student Center Facilities
- Work with various offices on campus to supplement the education of students, staff and faculty on event planning
- Work closely with the Student Senate Club Affairs committee and the Office of Student Leadership Development to develop a training curriculum for newly formed clubs and organizations
- Provide opportunity for student groups to collaborate with one another for program sponsorship
- Provide funding to various clubs and organizations

Assessment:

- Conduct survey to gauge the effectiveness of the club and organization training program
- Ask for feedback from student club and organizations and offices on campus that the Office of Student Activities partners with (annually thru Spring 2012)
- Track the number of clubs and organizations requesting programs through the Office of Student Leadership Development and requesting co-sponsorship funding (annually thru Spring 2012)

2) Intended Outcome:

As a result of creating Program Assessment Plans (PAPs) for core office programs, the Office of Student Leadership Development will be able to articulate student satisfaction, engagement and learning as a result of program participation (CIL)

Action Steps:

- Current PAPs will be evaluated by the OSLD professional staff and the Associate Dean of Students to determine appropriate content and document feasibility
- PAPs will be created for all OSLD programs by the end of Spring 2011
- Student staff will be integrated into the PAP creation and utilization process

Assessment:

- The outcome above represents a significant evaluation tool that will be used in conjunction with other departmental outcomes

3) Intended Outcome:

OFSA will support the fraternity and sorority community's independently-coordinated Peer Values Educator (PVE) initiative that educates multiple constituencies within the Lehigh community on a variety of critical and significant topics. (CLSC)

Goal 3: Foster an inclusive, equitable environment

Immediate Outcome (a/y 2010-2011)

1) Intended Outcome:

Members and guests of the University community will be able to observe space enhancements and changes that reflect diverse, multicultural populations, thoughts and perspectives (CIL)

Action Steps:

- Continue to add new building signage for the University Center that includes ADA requirements for directional signage to handicap accessible restrooms. (Spring 2011)

Assessment:

- Through observation and feedback we will be able to assess if the signage improves building users navigation of the University Center. (Fall 2010)

2) Intended Outcome:

Through restructuring and building the LGBTQIA department's media outreach, University constituents, interested students, alumni and other past and potential collaborators will be more educated on our resources, educational outreach and services of LGBTQIA Services and inter-student group, inter-department and inter-campus development and collaboration will increase (A&E)

Action Steps:

- Create new departmental brochure
- Revise departmental website
- Create social networking outreach portion of website
- Develop a bi-annual newsletter to LUGALA

- Create brochures and website areas that address services and programs that are more specific to faculty, staff and student communities
- Identify and reach out to contacts and departments regarding potential collaborations

Assessment:

- Through observed behavior and written evaluation, constituents will demonstrate knowledge of services and programs
- Through observed behavior, events and programs will include more inter-student group, inter-department and inter-campus collaboration

3) Intended Outcome:

As a result of required trainings and follow-up support, student staff members of the Women's Center will develop or enhance skills in collaborating with others, planning and implementing events, and assessing their individual coalition-building strengths and weaknesses (A&E)

Action Steps:

- Specify learning outcomes
- Develop manual for staff
- Coordinate training meeting
- Articulate learning outcomes and expectations during training
- Develop follow-up meeting schedule with all planners, coordinating with either the Assistant Director or Director

Assessment:

- Assess learning outcomes at end of training session.
- Assess learning outcomes six months out

4) Intended Outcome:

By increasing intentional outreach efforts that are inclusive of all members of the Lehigh community, students and/or organizations will be able to critically examine the value of diverse perspectives on their leadership identity development and/or leadership learning (CIL)

Action Steps:

- The power & privilege series for Phase 3 of Leadership Lehigh will be expanded to include more individual workshops and both kick off (NWC) and conclusion (One Revolution) speakers as well as intentional individual and group reflection exercises.
- The Athletics Leadership Coordinator will partner with the Director of the Women's Center and an intern to expand the "She's Got Game" female athlete discussion series to include opportunities for female and male athletes to engage in challenging dialogue around issues of gender and social expectations.

- The Athletics Leadership Coordinator and intern will partner with LGBTQIA services to identify opportunities for collaboration in support of the LGBTQIA athlete community.
- The Leadership Programs Coordinator will partner with the Office of Fraternity and Sorority Affairs to enhance the stability and effectiveness of the newly created Multicultural Greek Council (MGC) and its member organizations through a series of workshops and teambuilding activities.
- The Leadership Programs Coordinator will partner with the Office of Multicultural Affairs to work to support leadership development among culturally-based organizations through intentional programming and workshops.

Assessment:

- Students will be completing a multicultural competence assessment after each workshop/event and blogging about their growth and learning as the topic relates to leadership development
- Participation in “She’s Got Game” will be recorded

5) Intended Outcome:

As a result of intentional collaborations across the division of student affairs, athletics, Admissions and Academic Affairs, students who are involved in OMA will be exposed to a culture of equity and inclusion at Lehigh University (A&E)

Action Steps:

- Create opportunities for authentic discussions and new collaboration with campus constituents
- Continuously upgrade M-Room, Office Spaces and publications to reflect our campus population
- Assist in the launching of CommUNITY programs in collaboration with a host of campus constituents

Assessment:

- Document Analysis and Campus Climate observations (informal)

6) Intended Outcome:

The Gender Non-Conforming Housing Committee will assess pilot Gender Neutral Housing program to determine student satisfaction, learning, and motivation for selecting this housing option. (Residence Life, Residential Services, LGBTQA Services) (CLSC)

Action Steps:

- Develop survey to assess learning and satisfaction for students in current community.
- Track student outreach to LGBTQA office and additional university resources to support intention of community.

- Recommend next steps for program based upon survey results.
- If applicable, determine location of community for 2011 prior to room selection and lottery processes.

Assessment:

- Survey of current Gender Neutral Housing participants.
- Focus group with current Gender Neutral Housing community.

7) Intended Outcome:

OFSA and the fraternity and sorority community will continue to establish meaningful community wide programs and initiatives to engage chapters and the greater campus community in understanding the purpose behind and concepts of civility, pluralism and inclusion as essential components of the fraternity and sorority experience. (CLSC)

Action Steps:

- Continued biweekly Greek Allies Program (GAP) meetings in order to continue goal setting, training, and brainstorming future GAP promotion and marketing materials
- Continued marketing of the GAP program and recruitment of new Greek Allies, by GAP Student Coordinators and current Greek Allies
- Continued GAP advisor development of a step two curriculum to train Advocates on advanced ally, presentation, and facilitation skills
- Initial GAP module training and roll out to discuss the coming out process and how to be an ally
- Implementation of Next Steps Inclusion Committee recommendations as deemed appropriate
- Continued identification and resource allocation for the expansion and sustainability of culturally based chapters and interest groups
- Continued advocacy for the commUNITY initiative through the support of student-driven programs and OFSA and Office of Multicultural Affairs co-sponsored educational programs
- Creation and implementation of the associate membership framework for the Multicultural Greek Council
- Continued assistance to the Multicultural Greek Council in further defining its role and identity as a member of the fraternity and sorority community
- Implementation of the joint academic program for underrepresented students with the Office of First Year Experience, Office of Multicultural Affairs, and Center for Academic Success

Assessment:

- Implementation of a qualitative survey for allies at the conclusion of training to assess content mastery, training effectiveness, comfort in being a Greek Ally
- Distribution of an online survey to randomly sample the familiarity of the campus community with OFSA inclusion initiatives

- Individual random sampling of spring 2010 new member classes to assess their knowledge of OFSA inclusion initiatives

Extended Outcomes (2-3 years out)

1) Intended Outcome:

By cultivating spaces and opportunities (conducive to their interpersonal growth) for students to voice their concerns and opinions regarding the campus climate and issues of advocacy and equity in a productive manner, students will develop a working definition of the term “Culture of Inclusion” and will serve as role models for the campus wide population

2) Intended Outcome:

OFSA and the fraternity and sorority community will demonstrate a thorough support and understanding of the concept of inclusion as an essential component of the fraternity and sorority experience through the demonstration of unity within the fraternity/sorority community and the education of and by the fraternity/sorority community on topics of inclusion, diversity, and citizenship. (CLSC)

Action Steps:

- Provide intentional opportunities for reflection and dialog among key OMA student groups such as Kaleidoscope, CPB, PreLUision Peer Leaders & participants, and MOCA
- Encourage increased student leadership through individual coaching and mentoring conversations and by offering leadership training experiences that meet the needs of underrepresented students

Assessment:

- Observation of student behaviors such as underrepresented students taking on campus leadership roles, sparking healthy dialog among their peers, expressing feeling of comfort with their Lehigh experiences, etc.

3) Intended Outcome:

The Office of Student Activities will sponsor and/or work with other Dean of Students Offices and campus constituents to develop programs that promote diverse viewpoints and appeal to various student populations on campus. As a result of these activities, students will learn about viewpoints different from their own, begin to develop a deeper understanding of social issues and understand the importance of a diverse community (CIL)

Action Steps:

- Sponsor programs with Dean of Students departments
- Sponsor programs with Student Organizations

- Provide programs and activities that support our diverse campus population

Assessment:

- Ask for feedback from student club and organizations and offices on campus that the Office of Student Activities partners with on programs
- Track all partnerships with other offices and co-sponsorships that the office engages in
- Administer satisfaction survey

4) Intended Outcome:

Engaging female faculty and staff in social and intellectual events will produce stronger alliances across departments, colleges, and cohorts (A&E)

Action Steps:

- Host reception for new female faculty members and include female faculty hired within the last four years
- Determine with Human Resources best method for engaging connections among female staff members
- Implement best plan for female staff
- Celebrate achievements (such as book releases, community service, and out-of-office leadership positions) of female faculty and staff through receptions, announcements, and discussions
- Coordinate student-organized discussion series to include female faculty as facilitators to increase out-of-class connections among faculty, students, and staff and bring faculty and staff into the Women's Center
- Determine viability of mentoring program
- Implement, if deemed appropriate, mentoring program
- Establish ongoing programs specific to faculty and staff

Assessment:

- Awareness of support groups and research and off-campus activities and coalitions across departments, colleges, and cohorts will increase for the women participating in the programs as demonstrated through conversations, interdisciplinary research, and informal networks
- Awareness by students of activities by faculty and staff will increase as evidenced through conversations and office visits
- Awareness of support and networking opportunities offered by the Women's Center will increase for faculty and staff based upon number of calls, emails, and office visits

5) Intended Outcome:

Participating in events celebrating the positive impact of women on Lehigh University, including the Fortieth Year of Women Undergraduates, ten years of *The Vagina*

Monologues, and resulting changes to the campus, the campus community will increase its awareness of and appreciation for changes made and changes yet to occur (A&E)

Action Steps:

- Participate in discussions about 40 Year celebration
- Engage Women's Center staff members and other interested students in intentional support to planning and implementing events for 40 Years programs
- Work with College of Education and appropriate graduate students to coordinate analysis of women's impact on Lehigh University
- Work with faculty members in the Department of Theatre to coordinate celebration of 10 Years of *The Vagina Monologues* at Lehigh
- Support co-producers of *The Vagina Monologues* to determine most appropriate method for increasing awareness of the event across campus, in the local community, and with alumnae, and to increase fund-raising ability
- Work with organizations and departments across campus to create visual and physical commemorations of women's impact on Lehigh
- Continue working with alumnae to create connections among them and students, to use their cultural memory and expertise to guide workshops with current students, and to connect them long-term to Lehigh

Assessment:

- Campus community members' awareness about the history of women and their involvement in Lehigh's campus will increase as demonstrated through conversations
- Alumnae contact with the Women's Center will increase by 25% from current levels by SP 2012

6) Intended Outcome:

The Gender Non-Conforming Housing Committee will assess pilot Gender Neutral Housing program to determine student satisfaction, learning, and motivation for selecting this housing option (A&E and CLSC)

Action Steps:

- Develop survey to assess learning and satisfaction for students in current community
- Track student outreach to LGBTQA office and additional university resources to support intention of community
- Recommend next steps for program based upon survey results.
- If applicable, determine location of community for 2011 prior to room selection and lottery processes

Assessment:

- Survey of current Gender Neutral Housing participants
- Focus group with current Gender Neutral Housing community

Goal 4: Cultivate an empowered and engaged campus community

1) Intended Outcome:

The Student Activities staff will continue to market and generate usage of the HUB, the new campus-wide Collegiate Link program. As a result, Lehigh student, faculty and staff populations will be able to articulate campus involvement more clearly and communicate with one another about events and activities on campus more effectively (CIL)

Action Steps:

- Target administrative offices not already on the HUB that have a high level of contact with student organizations and student populations to use the system and to help facilitate the student adoption rate
- Work with prominent student organizations and their leaders that are not already on the HUB to get their respective organizations using the system's functions to manage their organizational operations
- Utilize the Student Senate to aid in marketing to and training of student organizations
- Hire a student intern to oversee daily system operations, offer training sessions and marketing
- Expand the usage of the Co-curricular Transcript Function
- Provide training sessions for administrative offices and student organizations

Assessment:

- Online evaluations and/or survey of student use and satisfaction Informal conversations with students and staff
- Tracking through the Collegiate Link system and website diagnostic tools

2) Intended Outcome:

By building brand awareness of the Office of Student Activities' programs and services, the campus community will be more familiar with campus programming initiatives and will participate more frequently in these opportunities (CIL)

Action Steps:

- Conduct informational sessions and/or meetings with key student organizations and administrative offices
- Develop publications and materials that highlight the programs and services of the office. Ideas include an e-newsletter with upcoming events, a monthly paper calendar, use The Wall photos in the UC, student activities website and promotional brochures

Assessment:

- Conduct follow-up focus groups with students to determine an increase in awareness has occurred. (Spring 2011)
- Track the number of inquiries the Office of Student Activities receives for assistance from non-Student Senate recognized student groups. (Spring 2011)

3) Intended Outcome:

Expand current Lamberton marketing strategies in order to increase student awareness and participation in scheduled campus events and activities.

Action Steps:

- Strategic placement of neon signs and lights in Lamberton Hall
- Weekly radio show highlighting campus events
- Continue to advertise events via Photo Exhibit
- Work with senate on distribution of flyers to their constituents
- Continue publicity with DIBS and HUB
- Redesign websites pertaining to Lamberton events
- Adjust Program Coordinator job description to include overall management for all Lamberton operations and programming

Assessment:

- Track number of participants
- Feedback sessions with participants

4) Intended Outcome:

Increase student athlete's social interaction by commitment to implement programs that integrate various teams (CIL)

Action steps:

- Develop and implement programs/activities for individual teams (Spring 2011)
- Introduce integrated team functions to targeted teams (Spring 2011)
- Encourage team participation in development of integrated programs (Spring 2011)
- Increase number of team involvement (Spring 2011)

Assessment:

- Track amount of team participation (Spring 2011)
- Satisfaction will be measured by analyzing feedback and program surveys (Spring 2011)

5) Intended Outcome:

By assessing the current campus event planning process and developing a more seamless approach and set of resources, all campus constituents will have more effective and efficient experiences when organizing and implementing campus activities (CIL)

Action Steps:

- Make available and communicate broadly about updated policies, procedures, and resources related to event planning on campus
- Incorporate Student Event Planning Form as well as event planning guidelines into The Hub to provide more of a One Stop shop for groups

- Create an online form to gather more information from groups interested in sponsoring Late Night Lehigh programs
- Student Activities and Student Center Facilities will collaborate on information gathered from the past years SC Event Planning form and Student Voice survey regarding student programming, facility space, and resources, etc.) to assist in future programming, space, and resource planning
- Create an online Reservation Change and Cancellation form in the SCF website
- Student Activities and Student Center Facilities will develop and implement a Campus Event Planning Advisory Group to serve in the capacity of a one stop resource for students and student organizations in the planning of large scale events
- Student Activities and Student Center Facilities will work together to simplify the event planning experience for students, faculty, and staff. These offices will analyze their individual processes and then work together to collaborate ways to streamline and communicate the information
- Student Activities and Student Center Facilities will develop an event planning training workshop that will be utilized to further train DOS staff, and other faculty and staff on campus who are often involved in campus-wide program planning

Assessment:

- Continue to track usage from Event Planning Form on The Hub
- Send a questionnaire to a random sampling of Event Planning Form users to gauge their understanding of campus policies and procedures with regards to organizing and implementing a campus activity)
- Survey student that utilized the Campus Event Planning Advisory Group
- Track submitted changes and cancellations to include in reservation data

6) Intended Outcome:

As a result of an internal strategic review and audit of the Office of Student Leadership Development, students will be able to access the most intentional, deliberate and student focused leadership programming and resources (CIL)

Action Steps:

- The newly developed guiding priorities (connections, outreach, access, and approach) for the OSLD will be communicated to key constituents and information will be gathered about the possible methods for expanding the OSLD reach into the university community

Assessment:

- Focus groups will be conducted to follow up on the internal strategic planning effort to gather data on expanding the reach of the OSLD into the community

7) Intended Outcome:

By fostering opportunities for all University community members to explore leadership as a lens through which learning occurs, the Office of Student Leadership Development will

be able to provide various entry points that meet the needs of the collective Lehigh community (CIL)

Action Steps:

- The MERGE program will be piloted with students outside of the Leadership Lehigh program and at a new location, Lincoln Leadership Academy
- The EVERquEST programs and ropes course will be marketed more broadly to the Lehigh and surrounding community to increase the knowledge and client base for these experiential options
- Leadership-focused events, including a leadership panel, external speaker, and career night will be marketed to all student-athletes
- Individual leadership consulting will remain available to all student-athletes
- The Leadership Programs Coordinator will partner with the Alumni Association to expand programming for seniors to help relate their fraternity and sorority experiences to their careers and their potential impact on their organizations as engaged young alumni

Assessment:

- Lehigh student engagement will be tracked through attendance at Lehigh meetings, participation in curriculum development, workshop facilitation at Lincoln and participation in mentee small group meetings
- From individual leadership consulting the number of student-athletes and focus of conversation will be tracked throughout the academic year

8) Intended Outcome:

LGBTQIA Services, in conjunction with OFSA will further develop the Greek Allies Program to educate allies and advocates, and provide a communicative outlet to fraternity and sorority members who identify with the LGBTQIA community. (A&E and CLSC)

Action Steps:

- LGBTQIA Services and the Greek Allies Student Coordinator will enhance the curriculum to train Greek Allies that will begin with a three hour retreat and continue throughout the year
- The Greek Allies Student Coordinator, along with the two Greek Allies advisors, will formalize the process of selecting Greek Allies Student Coordinators and assist in managing the program
- Greek Allies Coordinators will meet monthly to goal set, receive training, and brainstorm ideas for future Greek Allies promotion and marketing
- Greek Allies will assist the Greek Allies Student Coordinators in advertising GAP, programs GAP sponsors and recruiting additional Allies
- Greek Allies advisers will assess how the Greek Advocates are doing and create a step two curriculum to further train these students on advanced ally, presentation, and facilitation skills

Assessment:

- Through the creation of a post-training survey instrument we will be able to assess learning and training effectiveness to better build the program
- Through research, we will learn ways to survey the campus community to assess familiarity with Greek Allies Program
- Through New Member random sampling we will assess familiarity with Greek Allies Program and related events

9) Intended Outcome:

By conducting a thorough assessment of its programs, the Community Service Office will be able to better quantify its successes (CIL)

Action Steps:

- Community Service Director will meet with Associate Dean to comprise list of order in which to assess its program
- Research scales to assess student experiences
- Release information learned through assessment to Dean of Students Office
- Formalize “Senior Reflection” Session for Community Service Assistants to discuss student learning through service

Assessment:

- Utilize CAS standards to review each aspect of the CSO
- Benchmark CSO programs against other universities similar to Lehigh

10) Intended Outcome:

As the Community Service Office Student Assistants implement programs, they will develop an increased knowledge about the cultural identities, needs, and interests about the populations designed programs are intended to serve (CIL)

Action Steps:

- Community Service Office staff meetings will include an educational component which will enhance students understanding of Bethlehem
- Include historical and demographic simulations about Bethlehem at office staff retreats
- Train Community Service Student Assistants to facilitate and provide previously stated simulation opportunities to groups both on and off campus
- Where and when appropriate, review and discuss population/demographic information with student volunteers
- Enhance America Reads/America Counts tutor training to include opportunities to review potential student (tutee) needs and concerns

Assessment:

- Observe student facilitators and site leaders

- Peer observation and evaluation

11) Intended Outcome:

As a result of improved assessment practices, website enhancements and the creation of additional office publications, the larger campus community will be better informed as to the impact and successes of the Community Service Office (CIL)

Action Steps:

- Community Service Director will deliberately meet with key offices across the University to promote, educate and inform them about the success of the office and create potential partnerships
- The Community Service Office will host twice a semester roundtables for fraternities, sororities, student clubs and organizations and interested students regarding service opportunities, service trends and community issues

Assessment:

- Tracking will indicate increased programs and volunteers
- Questionnaire/Surveys

12) Intended Outcome:

Students will become more aware of and therefore involved in the community, beyond the Lehigh campus (CIL)

Action Steps:

- Students will be recruited, hired and trained to develop, implement and promote office programs, services and opportunities
- Students will be primarily responsible for the development and implementation of programs such as: SERVE, Spooktacular, Feel Good Fridays, America Reads/America Counts, and so on
- Community Service Director will develop and/or enhance methods to capture student volunteer participation experiences, as a means to improve knowledge about, connection with and therefore participation in effectively serving the community
- Community Service initiatives will be closely evaluated in order to streamline our efforts thus better serving our community and ensuring the sustainability of our programs
- Community Service Office staff will be involved in critical town meetings, which will raise awareness and enable us to successfully meet the changing community needs
- Community Service Office will better utilize its website to engage students and the community
- Through an internal strategic planning process, current and new initiatives will be reviewed to help determine future directions for the CSO

Assessment:

- Pre/Post Testing of Students intricately involved in the Community Service Office will show that students have moved through the Spectrum of Service (and Core Skills Developmental Competencies Map). (Ongoing)
- Increased participation of students, faculty and staff will be evident through the tracking system (Ongoing)

13) Intended Outcome:

The Community Service Office will facilitate afterschool homework clubs for South Bethlehem children in partnership with local schools in order to meet community needs and provide community work study opportunities for our students (CIL)

Action Steps:

- Community Service Director and Graduate Assistant will meet as necessary with General Counsel and Risk Management to review structure and minimize risk
- Meet with community partners and churches to discuss homework club sites and re-establish partnership agreements
- Establish information and policy guidelines forms and calendar for program
- Hire Site Leaders for program
- Recruit and train 100+ tutors for program
- Work with College of Education to incorporate classroom/behavioral management techniques into training for program
- Work with United Way and schools to establish metrics for tracking elementary school students successes
- Partner with College of Education to expand homework club to include Lehigh's new community school: Broughal Middle School
- Establish emergency protocol procedure for site leaders
- Relocate supplies currently held at South Bethlehem Neighborhood Center for Homework Clubs to CSO
- CSO Director will join Broughal and Fountain Hill Leadership Teams
- Establish continuing education experiences for Lehigh tutors to better serve kids
- Work with CDUL to establish data tracking of kids success rates in homework clubs

Assessment:

- Assess elementary school student progress quarterly with support from school by tracking behavior, homework completion and attendance
- Meet regularly with homework club site leaders to track student and volunteer participation
- GA will do spot visit and provide feedback to site leaders, volunteers and schools
- Work with CDUL to establish a program evaluation of homework clubs that includes holistic approach to tracking

14) Intended Outcome:

Through participation in rigorous training Community Service Office Student assistants will be able to identify, discuss and explain the Five Critical Elements of Service, be effective site leaders and communicate the offices service philosophy (CIL)

Action Steps:

- Community Service Director will expand training regiment at Retreat
- Upper classmen staff members will be responsible for mentoring and guiding first and second year staff members
- CSO Director will establish a mentoring manual for students
- Staff meetings will be used to further enhance and explain aforementioned goal
- Utilize semester one-on-ones with staff to assess learning progress

Assessment:

- Information will be gathered at each interval to assess staff learning

15) Intended Outcome:

To increase student sense of belonging to and understanding of expectations within the residential community, The Office of Residence Life will continue to develop and expand the Hawk's Oath community standard pledge. (CLSC)

Action Steps:

- Partner with Residential Services to include the Hawk's Oath in housing marketing and publications
- Implement educational sanctioning based upon each promise within the Hawk's Oath.
- Collaborate with the Office of Fraternity and Sorority Affairs to explore options for integrating the Hawk's Oath into the fraternity and sorority community
- Request Dean of Students staff and student assistance with revisions of the original pledge
- Connect expectations outlined in the Hawk's Oath with DOS developmental competencies as a tool for explaining the purpose and intention of the pledge to outside offices
- Residents may add additional promises at floor meetings

Assessment:

- Focus groups with members of Fraternity and Sorority community to expand Hawk's Oath message to entire Lehigh community
- Track Hawk's Oath based educational sanctioning with Office of Student Conduct
- Throughout the year, utilize floor meetings by asking perception based questions about how promises are realized within their floor/hall
- Compile additional promises by residents and utilize to update Hawk's Oath for following year
- Learning and satisfaction survey for both Gryphons and residents in fall and spring

16) Intended Outcome:

The Office of Residence Life will support the development of campus leaders and increase programmatic opportunities for residential students by continuing to enhance and modify the training, leadership, and expansion of the Residence Hall Association. (CLSC)

Action Steps:

- Send student representatives to regional and national RHA conferences
- Investigate additional fundraising opportunities for RHA to support conference attendance
- Develop expectations for head gryphon and RLC advisors
- Develop NCC and recognition positions on the RHA executive board
- Incorporate National Residence Hall Honorary
- Create programming partnerships for gryphons, hall councils, and executive board
- Improve executive board training and transition processes
- Unifying RHA executive board and Council of Hall president meetings
- Utilizing HUB for administrative forms and communication
- Market the RHA movie channel and RHA executive board involvement on campus

Assessment:

- Post conference attendance, students will share new information and ideas
- Track attendance at conferences, meetings, trainings, programs
- Track number of executive board and hall council applications
- Survey residents regarding programming efforts, familiarity with RHA, and movie channel usage
- Meet individually with advisors for feedback regarding overall RHA and Hall Council experience

17) Intended Outcome:

By increasing the visibility of and improving processes governing the Gryphon Society executive board, Gryphons will feel more connected to and engaged with the Office of Residence Life. They also will have a better understand the history and mission of the larger Gryphon Society. (CLSC)

Action Steps:

- Develop a new process for executive board elections
- Hold executive board meetings regularly throughout the semester, once per semester with the entire Gryphon Society, and thoroughly communicate information discussed at meetings to the larger society
- Publish Gryphon Newsletter “The Pricked Ear” monthly throughout the academic year
- Research traditions of Gryphon Society and suggest incorporating elements of traditions with current staff

Assessment:

- Survey Gryphons regarding executive board perceptions and level of involvement in Gryphon Society activities
- Record attendance at Gryphon Society meetings and numbers of executive board applicants
- Conduct exit interviews with executive board members
- Track number of Pricked Ear articles and contributors

18) Intended Outcome:

OFSA will continue to address and improve communication outlets and methods in order to engage all Lehigh fraternity and sorority community stakeholders and keep constituents apprised of the resources, programs, and initiatives of the OFSA and fraternities and sororities. (CLSC)

Action Steps:

- Publication of the Greek Year End Report in printed and online versions
- Development of opportunities for faculty advisors to interact and receive updates and training on Greek community initiatives
- Creation of a “Lehigh Greeks” YouTube site with clips from events such as the Greek Leadership Convention, Greek Alumni Council meeting, Greek Week activities, Hazing Prevention Week, etc, along with the continual development and utilization of the “Lehigh Greeks” Twitter, Blogger, and Facebook accounts
- Further communication with parents of first year students during Orientation, specifically sharing social media outlets for additional information
- Creation of Elluminate webinars designed to communicate pertinent information to alumni and parents
- OFSA, Lehigh University Alumni Association promotion of the Greek Heritage Project at Interfraternity, Panhellenic, and Multicultural Greek Council meetings, as well as in regular communication with alumni and advisors
- Continued OFSA and governing council collaboration with The Brown and White on “Panhel Beat” column as well as examination of additional avenues for expanded news coverage
- Creation of a Q&A component to the OFSA website which allows parents, students, faculty, staff, to submit fraternity and sorority-related questions and to OFSA
- Implementation of Next Steps Communication Committee recommendations, as deemed appropriate

Assessment:

- Tracking the number of followers/fans on the Facebook, Twitter, Blogger, and YouTube accounts
- Tracking the number of participants on the Elluminate webinars and chats
- Random sample surveys to users of Lehigh Greeks social media sites to determine effectiveness

- Follow up focus groups with faculty advisors to determine effectiveness of new programming directed at them
- Tracking of the number and type of questions submitted via the OFSA website
- Tracking usage and updates to the Greek Heritage Project

Extended Outcome (2-3 years out)

1) Intended Outcome:

By targeting new partnerships with specific Lehigh offices, departments and student organizations, the Office of Student Activities will develop and or strengthen our collaborative efforts leading to more purposeful programming (CIL)

Action Steps:

- Identify specific offices/departments and determine commonalities that would be significant to the Office of Student Activities programming efforts
- Coordinate more purposeful programming thereby reducing over- programming
- Increase publicity of programming generated through collaborative efforts
- Continue conducting the Urban Ops PreLUision program with the Office of Student Leadership Development, Alumni Association and the Career Center
- Work together to determine options to expand the Urban Operations program to occur throughout the academic year

Assessment:

- Track number of collaborating offices and departments
- Track number of program participants Ask for feedback from the sponsoring departments or offices on the effectiveness of the collaborative effort

2) Intended Outcome:

Members and guests of the University community will be able to observe (and therefore possess a heightened sensory experience around) space enhancements and changes that reflect a vibrant campus culture (CIL)

Action Steps:

- Bring in ACUI Assessment team to evaluate SCF facilities
- Review Student Voice survey data to determine next steps for space enhancements
- Promote the posting of assorted mediums on the Digital Information Board Sign (DIBs) in all SCF
- Work with Epitome/Brown and White to obtain photos that will be enlarged to create a collage of artwork to enhance the Mezzanine Level north side of Ulrich

Assessment:

- Gather data on Best Practices from other institutions and prepare documentation

- Gather data from other ACUI institutions and determine best resources based on cost, ease of use, functionality for our institution

3) **Intended Outcome:**

As a result of intentional changes to Break the Silence, student members will increase their awareness of activism and connections between their service and their courses (A&E)

Action Steps:

- Develop high-quality manual for BTS
 - Introduce to 2011 cohort at training
 - Supplement with education program materials, downloadable from Course Site
- Develop learning outcomes for BTS curriculum
- Develop curriculum for ongoing education for BTS
- Determine volunteer schedule, focusing on activism to create an informed and engaged campus community
- Increase opportunities for peer education
 - Reach out to faculty to consider BTS programs as part of or in place of a class meeting
 - Develop new programs
 - Engage students in designing materials and marketing
 - Coordinate meetings between BTS members, Gryphons, and RLCs to create drop-in educational sessions in Residence Halls
- Clarify for BTS members their roles as educators, activists, and hotline referral.
 - Build upon increased action by members without miscommunicating the boundaries of their roles.
- Write up method, findings, analysis, and/or discussion for publication and/or conference presentation

Assessment:

- Assess learning outcomes each semester, analyzing data after SP 2012 assessment is completed
- Track number of peer educational programs offered prior to and after new programs are developed and marketed
- Assess learning outcomes for peer programs
- Conduct individual sessions with Assistant Director to acquire qualitative data from new and returning members
- Track number of volunteer hours
- Track number of activist-based programs developed and attended by BTS members

4) **Intended Outcome:**

OFSA will continue to address and improve the communication outlets and methods in the Lehigh fraternity and sorority community as social media evolves and new technological

outlets become available in order to continually engage all stakeholders and constituents in the resources, programs, and initiatives of OFSA and fraternities and sororities. (CLSC)

Goal 5: Promote a healthy, safe campus community

Immediate Outcomes (a/v 2010-2011)

1) Intended Outcome:

As a result of attending programs, visiting the M-Room or perusing the OMA website, students will be made aware of campus wide bulletins that affect the well-being of our campus community (A&E)

Action Steps:

- OMA will post updates and information concerning campus wide announcements and will infuse health and safety in all of its programming efforts

2) Intended Outcome:

As a result of increased marketing efforts of the Advocates Program and a campus-wide audit of sexual assault incidence intake points, the campus community will recognize the role of Advocates and whom to contact to report an incidence has occurred (A&E)

Action Steps:

- Promote Advocates direct phone line
- Promote Advocates program to campus
 - Target first year students through SATISFY, Club Fair, and posters in Residence Halls, Greek houses, academic buildings, and administrative buildings
 - Provide information about Advocates to faculty through new faculty orientation, graduate student orientation, college meetings, and meetings with Chairs
 - Work with Human Resources to determine viability of providing information to new staff
 - Develop Break the Silence peer program on demystifying reporting
- Conduct audit of all intake sources for sexual assault incidents
 - Work closely with LUPD, Counseling and Psychological Services, Health Center, Gryphons, RLCs, General Counsel, and Office of Student Conduct.
 - Determine recent developments in legal issues surrounding hotlines, informal or anonymous reports, Clery Act, and campus climate
- Write discussion, assessment, analysis, and/or method about gendered violence program as a whole or audit findings for publication and/or conference presentation.

Assessment:

- Assess first year students' awareness of Advocates Program one week after SATISFY and six months after SATISFY
- Conduct focus group sessions with third-year students to determine how best to publicize Advocates Program after first year
- Create audit report of all intake services and their legal and social implications

3) Intended Outcome:

The Office of Fraternity and Sorority Affairs, in conjunction with other university offices and the fraternity and sorority governing councils, will implement a comprehensive alcohol education and awareness plan. (CLSC)

Action Steps:

- Examine the current culture surrounding alcohol within the fraternity and sorority community in order to promote a safe and positive environment through the utilization and communication of resources, conversations, and initiatives on a community, chapter, and individual level
- Educate fraternity and sorority members, alumni, and faculty/staff advisors on risk avoidance techniques and skills
- Utilize the current fraternity and sorority community cultural norms to shift perceptions regarding alcohol use
- Examine the current role of council judicial boards in adjudication of alcohol related policy violations

Assessment:

- Implementation of pre and post tests for students in order to assess psychological effects of alcohol; policy awareness and individual and collective responsibility involving alcohol
- Implementation of pre and post tests for faculty/staff and alumni/ae advisors' in order to assess their understanding of their role in shaping the norms of chapter alcohol use
- Post-programming qualitative and quantitative assessment of chapter members' and individual organizations' drinking habits and potential to change as compared to community norms

Extended Outcome (2-3 years out):

As a result of risk management education and awareness initiatives, the fraternity and sorority community will have a better understanding and increased application and adherence to policies and best practices in creating responsible social norms involving alcohol use. (CLSC)

1) Intended Outcome:

OFSA, in conjunction with students and other university offices and departments, will continue hazing prevention and bystander education as a University-wide initiative to promote a safe and responsible campus community (CLSC)

Action Steps:

- Revision of current bystander training curriculum
- Continued partnership with the Women's Center on issues of bystander intervention
- Establishment of partnership with Athletics Department on bystander and social responsibility for coaches and student athletes
- Increased partnership with other university offices on bystander and hazing prevention education
- Implementation of bystander education skills within all campus peer educator groups
- Creation of faculty module on bystander and hazing prevention education
- Host 2nd Annual Hazing Prevention Awareness Week
- Creation of Brown Bag Discussion Series on Hazing
- Host Novak Institute for Hazing Intervention in conjunction with Hazingprevention.org for summer 2011
- Establishment of permanent committee/workgroup for bystander and hazing prevention education
- Creation of a bystander and hazing prevention education component of OFSA website
- Implementation of Next Steps New Member Education/Hazing Prevention Committee recommendations as deemed appropriate

Assessment:

- Further develop Student Voice assessment on bystander intervention training content
- Develop post bystander training assessment on participants' ability to intervene
- Development and implementation of follow-up assessment on bystander intervention and social responsibility for coaches and student-athletes
- Creation of assessment tool for use with faculty module on bystander intervention that examines effectiveness and participant satisfaction
- Development of assessment tool that examines campus climate in regards existence of bystander campaign, intervention efforts and ability to intervene
- Implementation of pre and post tests for new chapter initiates on the new member education process, in terms of content and effectiveness

Extended Outcome (2-3 years out):

As a result of University-wide hazing prevention and bystander education initiatives, the fraternity and sorority community will have a better understanding and increased application and adherence to policies and best practices in creating council and chapter new member education programs, as well as increased ability to confront situations not in line with the values of the organization.

(CLSC)