Tarleton State University

Vision 2015

“Developing Global Citizens”

Division of Student Life
# TABLE OF CONTENTS

I. Introduction .................................................................................................................... 3
II. Executive Summary ....................................................................................................... 3
III. Literature Review ........................................................................................................ 5
   Research Methods – Phase One .................................................................................. 5
   Reporting Results of Data Information Gathering Steps: Phase Two ..................... 5
   Demographic and Future Trends .............................................................................. 6
   “Best Practice Programs” in Student Services ....................................................... 8
   National Survey for Student Engagement (NSSE) ................................................... 8
IV. Bibliography ................................................................................................................ 10
V. Projections and Strategic Priorities ............................................................................ 11
VI. Appendix A – SWOT Analysis Executive Summary ............................................. 15
VII. Appendix B – Historical Enrollment Data ............................................................ 16
VIII. Appendix C – Median Family Income ................................................................. 17
IX. Appendix D – High School Graduates ................................................................... 18
X. University Vision and Mission Statement ................................................................. 18
XI. University Strategic Goals ......................................................................................... 18
XII. Division of Student Life Vision .............................................................................. 18
XIII. Mission ................................................................................................................... 19
XIV. Long Range Goals .................................................................................................. 19
XV. 2005-2006 Annual Goals ......................................................................................... 19
Introduction

Tarleton State University is a regional, comprehensive university with an enrollment of 9,400 students. Of the 9,400 students, the Tarleton-Central Texas campus in Killeen enrolls about 800. While the University’s primary emphasis is on teaching and excellence in the classroom, Tarleton is committed to expanding roles in research and service. Tarleton is dedicated and committed to meeting the needs of students. Learning and the pursuit of truth are fostered in a culture of excellence which enables students to acquire knowledge, understanding, skills, and cultural experiences necessary to grow as individuals, achieve successful careers, and become responsible citizens and leaders within their respective communities.

The university staff provides a variety of student services and professional expertise focused on enhancement of the overall student experience. Tarleton is unique in that the campus climate is very friendly. The friendliness of the campus is considered a strength of the university and Stephenville community. As the university grows, we must strive to remain a friendly and welcoming campus by providing high quality academic and student life programs.

Executive Summary

The 2015 Division of Student Life Strategic Plan serves as a guiding document and will create opportunities for each department to engage in purposeful planning. The Plan’s principle purpose is to serve as a guide or “roadmap” for each department within the Division. As a guide it will support the development of the Division and Department Annual Goals through 2015.

The 2015 Strategic Plan is a dynamic plan that will continue to evolve. Long-range planning must anticipate changes in current issues and future trends. While this plan compensates for changes in the market place, it provides each department with Projections and Strategic Priorities that will guide the Division through the year 2015. The most successful plans are those that provide guidance and the foundation for purposeful planning at the department level. Therefore, each department will utilize this Plan to engage in departmental planning – specifically addressing programs, facilities, personnel, and budgets.

A multifaceted approach was applied in gathering and building a rich information and data source, which established the foundation of the 2015 Division of Student Life Plan and the development of Future Projections and Strategic Priorities. A 2015 Planning Committee was appointed – capitalizing on individual expertise in long range planning. The Projections and Strategic Priorities evolved from data/information gathered utilizing the following research methods: 1) Review of Related Literature, 2) student focus groups, 3) surveys, 4) Division Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis, 5) Strategic Planning Workshop, 6) mixed departmental focus groups – facilitated by faculty, 7) review of “best-practice programs in student affairs, and 8) review and utilization of institutional research and nationally normed survey data, such as the National Survey for Student Engagement (NSSE) 2003.

The 2015 Planning Committee utilized a variety of methods to analyze the data, extract key themes, synthesize, and organize the information into a succinct report, Projections, and Strategic Priorities. After a thorough iterative review and modification process, the 2015
Planning Committee utilized the information to draft eight *Projections and Strategic Priorities*. Each of the eight projections surfaced under the following common themes: shifting student demographic trends, quality service, costs/affordability, competition, diversity, facilities, resources, programs, services, personnel, marketing, extended campus programs, technology, and services, ethics, citizenship, responsibility, and student health.
Review of the Literature

Research Methods: Phase One

A multifaceted approach was utilized to gather current information relative to current and future trends impacting the Division of Student Life. The information gathered during Phase 1 of the Strategic Planning process guided the development of the 2015 Division of Student Life Strategic Plan. Methods of collecting information included focus groups, surveys, Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis, a review of institutional research, national surveys, such as the National Survey for Student Engagement (NSSE), and a review of “best-practice” programs in Student Affairs.

Although survey instruments serve as valuable tools to obtain data on students' perceptions of services, they do have limitations. Isaac and Michael (1997) note that while surveys "are a relatively quick and cost-effective means of gathering data, their weakness(es) lie(s) in the standardization of their questions, and in the risk of making complex issues oversimplified and superficial" (p. 219). Tinto (1993) agrees that researchers must practice caution in generalizing results of surveys. Therefore, a multifaceted approach, which utilized focus groups in conjunction with surveys, may help to alleviate weaknesses inherent in surveys.

In order to reduce oversimplification of the questions used in the student focus groups and the mixed departmental focus groups, an iterative review and modification process was implemented for all questions. In conjunction with the question review process, Strategic Planning Committee members established criteria in which to select focus group participants.

For example, mixed departmental focus groups were developed based on the following criteria: a) department representation; b) gender; c) years of service; d) race/ethnicity; and e) interest levels. Student focus group participants were selected utilizing similar criteria with the exception of years of service, which became classification. As a result of the Committee’s work in Phase 1 (information and data gathering), future projections and strategic goals were developed for the Division of Student Life.

Reporting Results of Data Information Gathering Steps: Phase Two

Phase two involved a thorough review of the data and information gathered in each of the (7) research methods. Information obtained from the mixed departmental focus group sessions was recorded under common themes, which surfaced in the review process. Common themes surfacing from mixed departmental focus group sessions included the following: 1) Academic programs/Collaboration; 2) Collaboration; 3) Customer Service; 4) Cost/Value; 5) Demographics/Diversity; 6) Facilities; 7) Leadership (University); 8) Marketing; 9) Student Life Programs/Services/Parent Programs; 10) Student Life/Student Characteristics; 11) Student Life Staffing; 12) Staff Training; and 13) Technology.

Each of the (7) mixed departmental focus groups generated a rich source of information. To complete the reporting process, the information was recorded next to the relative theme.

Information obtained from the Student Focus group conducted on February 24, 2006 generated the following themes:
• Quality of Services – The need to focus on improving the quality of services provided to students was a concern noted in all areas throughout the Division and University. As increases continue in tuition and fees, so will the demand for customer service increase as well. The Division of Student Life should immediately embrace and implement a Total Quality Improvement Plan. We should lead the way for the entire University community.

• Systems/processes – The need to update processes was noted throughout the information. It was noted that processes in housing and financial aid are slow and outdated. As part of the Total Quality Enhancement Plan, the Division should embrace and implement a plan to review processes from the students’ point of view.

Information obtained from the Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis proved to be beneficial in two major areas. First, the process was an opportunity for departments to brainstorm and discuss each of the areas, which in turn, created time for planning and staff development time. Secondly, while a similar process of review and identification of common themes was applied to the Division (SWOT) analysis information as well, it was under the four areas: strengths, weaknesses, opportunities, and threats. The information revealed similar themes as the focus group sessions. An executive summary of the Departmental (SWOT) analysis is attached as (APPENDIX A).

Information obtained from a variety of journal articles describing Generation Y and Generation Z characteristics generated the following themes:
  • Technology – The need to diversify content delivery was identified as a need through the journal article research, student survey data and focus group responses. As students use technology to remain connected and gain knowledge, the Division of Student Life will need to continuously increase technological skills and capabilities.

Projections outlined by the Office of Planning, Evaluation and Institutional Research (OPIER) and supported by Census data generated the following themes:
  • Ethnicity – An increase in students identifying as Hispanic/Latino (non-black, non-white).
  • Gender – An increase in the female to male ratio.

Institutional research data further supported the process of developing Projections and Strategic Priorities for the Division. Student enrollment and demographic data was used to identify patterns and trends in each area.

Demographic and Future Trends

Tarleton State University is currently serving Generation Y, students born between 1977 and 1988. Starting in approximately the year 2008, Tarleton State University will be serving the Generation Z student, a group of children born after 1990.

Typical behaviors that mark Generation Y include an unprecedented purchasing power and a significant involvement in family decision making. Bakewell and Mitchell (2003) indicated that Generation Y has the means to “connect with each other and the world; allowing this generation to explore the importance and power of knowledge” (p. 99). “Students have grown up in a world rich in technology complexity and availability. Their preoccupation with and use of technology to maintain their connectedness with content and people” is a major characteristic of
this student population, according to Peterson-Karlan and Parette (2005, 27-28). Additional characteristics that define this cohort include working mothers, strong parent relationships, trust in authority figures, desire for larger families and earlier marriages, a high use for recreational drugs, and a desire for a balanced lifestyle.

At this point, demographers are unsure how to fully define the Generation Z market. The oldest in this generation are currently teenagers who will begin attending institutions of higher education beginning in 2008.

“These youths are the first generation to be born into a digital world. What distinguishes these adolescents from those of every other generation is that they are the most electronically connected generation in history. From infancy, these teenagers grew up in an environment surrounded by graphical web browsers, laptops, cell phones, instant messenger services, broadband, wireless, and video games. (Geck, 2006, 19)”

Regardless of physical location, these teens are connected and they are able to keep in touch and work together. Carlson (2005) indicates that technology enables this generation to conduct their activities through alternative means. This generation is interested in controlling their learning through various technological methods. Additional characteristics common to this generation are their ability to multi-task, mix work and play, integrate personal and virtual interaction, and connect with personally significant activities. Their time management skills and the depth of their written and personal communication skills do not always correspond to their technical proficiency.

According to Historical Enrollment Trends and Student Profile Data Fall 2001-Fall 2005 (Appendix B), while the societal trends of the current Generation Y and emerging Generation Z age groups will be a factor in describing the student of 2015 and beyond, several distinct demographic trends within the Texas population (specifically within the 42-county service area of Tarleton State University) will statistically affect the student profile. Tarleton’s Office of Planning, Evaluation, and Institutional Research project an increase in students identifying themselves as other than White/Non-Hispanic (specifically identifying as Hispanic and Black/Non-Hispanic), and an increasing number of transfer students.

Another trend tied to both of these local trends as well as a societal trend is an increasing number of female students, while male student enrollment continues to decrease. In tracking student migration patterns, a statistically significant change for Tarleton State University occurred between Fall 2003 and Fall 2004 as the ratio of students almost doubled from within the 42-county service area to those outside of the same area. While several factors affect this change, marketing efforts, such as university’s Fort Worth/Waco initiative and program offerings, are likely reasons this trend could continue into the future.

Approximately 70% of students currently enrolled at Tarleton are receiving financial aid. It is projected that tuition and fees will continue to increase. As a result of escalating costs, students will become more dependent on additional financial aid and it is projected that the average student indebtedness after five years will increase. Relative to the overall burden on families’ ability to finance a college education, is the stagnation of median family incomes projected. According to the Western Interstate Commission for Higher Education (2003), the median family income in all income brackets will remain virtually unchanged while the number of rising
seniors will steadily increase through 2012. A table noting the trends in family income is attached as (Appendix C). The projected growth in the number of high school graduates will increase steadily through 2015. A table noting these trends is attached as (Appendix D).

**Best Practice Programs in Student Services**

Faced with the challenge of ensuring maximum benefits to college students while expending fewer funds, higher education has begun to look toward the corporate world for guidance in business practices (Ardiaolo, 1999, p. 1). To provide efficient and effective programs to students, student life-related offices need performance-indicator benchmarking or "best-practice" programs data to understand where they can modify existing practices to yield greater benefit to students (p. 1).

Benchmarking best-practice programs is an ongoing means for systematically measuring and comparing programs within or between institutional departments by bringing an external focus on internal activities, functions, or operations (Ardiaolo, 1999, p. 1).

The Council for Advancement of Standards (CAS) provides a benchmark in which comprehensive student activity programs may be assessed. It suggests that activity programs should enhance the overall educational experiences of students through development of, exposure to, and participation in social, cultural, multicultural, intellectual, (and) recreational community service and campus governance programs. Campus activities programs should be planned and implemented collaboratively by students, professional staff, and faculty. These programs especially serve to enhance retention of students, to strengthen campus and community relations, and to reinforce accurate images of the institution. (p. 38)

The assessment and evaluation part of the CAS standards explains that a campus activities program must regularly conduct systematic qualitative and quantitative evaluations of program quality to determine whether and to what degree the stated mission and goals are being met. Although methods of assessment vary, programs and services must employ a sufficient range of measures to insure objectivity and comprehensiveness. Data collected must include responses from students and other affected constituencies. Results of these evaluations must be used in revising and improving campus activities programs and services and in recognizing staff performance. (p. 43)

The literature indicated that the establishment of one-stop-shopping areas and service training should not only locate offices in the same general area, but also train and cross-train individuals to more effectively serve students. In addition, a written plan with comprehensive goals should be drafted to focus on communicating with students about problems and issues. Baker (1998) also emphasized the need to generate weekly management and status reports for sharing with all employees. Among additional guidelines Baker suggests for providing quality services to students are allowing for student input into decision making; successfully implementing suggestions from students for changes; developing a strong spirit for cooperation and teamwork among faculty, administration, staff, and students; and focusing on learning-centered activities (p. 16).

**National Survey for Student Engagement (NSSE)**

The NSSE survey is designed to measure the level of student engagement and compare results to benchmarks of effective educational practices in the following five areas: 1) level of academic
challenge; 2) active and collaborative learning; 3) student-faculty interaction; 4) enriching educational experiences; and 5) supportive campus environment. The report reflects a performance comparison of Tarleton with its selected peer group, Carnegie group, and the 2005 national norms. Mean comparisons to national norms reveals the need to develop and implement strategies addressing each of the five benchmark areas.

**Level of Academic Challenge:** the mean for Freshman is 45.3 compared to the national mean for freshman of 52.6. Seniors reported a mean of 54.0. The national mean for seniors is 56.5.

**Active and collaborative learning:** the mean for Freshman is 35.6 compared to the national mean for freshman of 42.4. Seniors reported a mean of 53.0. The national mean for seniors is 51.5.

**Student-Faculty Interaction:** the mean for Freshman is 33.6 compared to the national mean for freshman of 34.0. Seniors reported a mean of 43.2. The national mean for seniors is 44.1.

**Enriching Educational Experiences Items:** the mean for Freshman is 23.5 compared to the national mean for freshman of 27.8. Seniors reported a mean of 35.3. The national mean for seniors is 42.1.

**Supportive Campus Environment:** the mean for Freshman is 58.5 compared to the national mean for freshman of 60.1. Seniors reported a mean of 60.2. The national mean for seniors is 57.5.

These data along with the combined institutional (NSSE) report were reviewed and applied in the development of the Projections and Strategic Priorities for the Division. The full report is available upon request.
Bibliography


Division of Student Life Projections and Strategic Priorities

Demographic shifts both in student population and geographic migration patterns pose multiple challenges for the Division.

1. Projection:

Data supports a continuing increase in community college transfer students, Hispanic students, and students attending Tarleton State University who reside outside what has been historically the primary service area. According to population trends data (Appendix D), the number of high school graduates will steadily increase through 2017. A statistically significant growth trend is projected to continue within the Hispanic population. It is projected that by 2015, Tarleton’s community college transfer student enrollment will surpass traditional first year freshman.

Strategic Priorities:

(a) The Division of Student Life will select, train, and hire staff to address demographic change.

(b) The Division will develop plans to address the increasing number of students working full-time to pay for college.

(c) Plans will be implemented in the Division to address the shifts in student demographics and include the addition of facilities and services that meet the needs of non-traditional and transfer students.

2. Projection:

Students will increasingly demand quality service. As tuition and fees continue to increase, students, parents, external stakeholders (citizens of the state, employing business, industry, and school districts), accrediting agencies, state and federal lawmakers will expect and hold institutions accountable for improving services, retention rates, graduation rates, and graduate preparedness from postsecondary institutions.

Strategic Priorities:

(a) The Division of Student Life will develop a plan to address the potential future impact of increases in enrollment on physical facilities, personnel, programs, budgets and services.

(b) The Division of Student Life will develop a comprehensive quality service plan. This will include streamlining internal processes, improving communication and collaboration.

(c) The Division of Student Life will develop partnership with parents to promote student success.

(d) The Division of Student Life will offer ongoing professional development opportunities for its staff on quality service.
3. Projection:

Affordability is one of Tarleton State University’s competitive advantages. As costs increase for both the student and the institution, the Division of Student Life must maximize resources to provide services efficiently and effectively. Competition for students, particularly among those institutions who are regionally located and heavily dependent upon tuition and fee revenue, will continue to drive the need to renovate facilities and add additional services.

Strategic Priorities:

(a) The Division of Student Life will link goals to the budgeting process.

(b) The Division of Student Life will identify fixed and variable costs to maximize resources.

(c) The Division of Student Life will develop assessment and evaluation methods of programs, services, activities, and events to implement performance-based budgeting practices.

(d) Programs and services will promote and support a balanced lifestyle – between students’ academic life, social life, and working schedules, and to help students manage debt.

4. Projections:

Diversity encompasses a wide range of topical issues which will continue to increase and impact the ability to effectively provide services and programs to meet the needs of students. Departments within the Division must purposefully prepare to provide services and programs for an increasingly diverse student population. While our student overall population will become more diverse in terms of race and ethnicity, population trends indicate a significant increase in the Hispanic student and female student populations. In addition, it is projected that Tarleton State University will see an increase in students who are financially underrepresented (low socio-economic status) and academically under-prepared.

Strategic Priorities:

(a) Demonstrate a commitment to diversity and equity through hiring and promoting staff of diverse backgrounds.

(b) Adopt and train staff for a diversity sensitive and reflective service model.

(c) The Division will create a seamless learning environment through the development of collaborative programs with faculty. (First-Year Experience, Academic Advising, Enrollment Management)

(d) The Division of Student Life will partner with faculty to develop a supportive learning environment for all students.
5. Projections:

Driven in part by the call for improved service, accountability, and external competition, it will become increasingly important to effectively market the Division’s programs and services. The need to effectively communicate with current and future students – utilizing advances in technology, identifying market segments, and establishing a clear path between internal and external constituencies – will dictate the success of activities, programs, and services provided by the Division.

Strategic Priorities:

(a) In synergy with a comprehensive Division of Student Life Marketing Plan, each department will develop a marketing plan – utilizing technology to market programs and services and addressing how communication will be enhanced with both current and future students.

6. Projections:

The university will continue to position itself in strategic geographic locations to deliver programs and services. Opportunities will increase for students to seek alternative instructional delivery methods including online or web-based, TTVN, and courses and degree programs provided off campus.

Strategic Priorities:

While assessment of students’ needs should drive this process, the Division will develop a plan addressing services to students at extended campuses and/or enrolled in online courses and degree programs.

7. Projections:

The Division of Student life has the opportunity to lead the University in creating a culture of high ethical standards, citizenship, and responsibility. More students will be seen who are experiencing social adjustment issues and difficulties working with peers due to declining face to face communication – attributed in a large part to the increasing reliance on technology as the primary form of communication.

Strategic Priorities:

(a) The Division will lead the university in providing co-curricular and extra-curricular opportunities for students to develop citizenship, civic responsibilities, problem solving skills, and the opportunity to work together on internal and external issues that fosters high level of interaction with diverse groups of people.

(b) The Division will develop a campaign to raise awareness and create an image symbolic of Tarleton’s traditions of friendliness, family, hard work, ethical values, and civic responsibility.

(c) The Division will develop a plan to foster a student culture of high ethical standards, citizenship, and individual responsibility.
8. Projections:

Health problems associated with obesity, diabetes, access to health care, and lifestyle choices significantly impacts students’ academic performance and overall success in college.

Strategic Priorities:

(a) The Division will develop a plan to address the trends in the health status of students in at least the following: nutrition, obesity, healthy lifestyle (especially physical activity), access to health care, stress, substance abuse and safety.

(b) The Division will develop a plan to educate students regarding healthy lifestyles.
Appendix A

Division of Student Life
2015 Strategic Plan

Strengths, Weaknesses, Opportunities, and Threats (SWOT)

Analysis and Executive Summary

In preparation of continued enrollment growth and significant changes in physical facilities, a long term strategic plan is essential for the Division of Student life.

Phase One of the 2015 Strategic Planning initiative, included gathering pertinent data/information to formulate a long term strategic plan for the Division of Student Life. The SWOT exercise created an opportunity for each department to discuss strengths, weaknesses, opportunities, and threats openly. The information will be utilized in the formulation of the Division’s 2015 Strategic Plan.

A dedicated and highly qualified staff was reported as strengths in all departments. Other noteworthy strengths reported by the majority of departments included the following: ability to efficiently utilize limited fiscal and human resources, a collaborative staff – willing to cross-train and support other departments, support from administration, a student centered perspective, team work environment, strong commitment to customer service, strong internal and external relationships, strong student leadership, evolving programs to meet students’ needs, and the freedom and ability to adapt to a changing environment.

Although in the SWOT exercise a dedicated and highly qualified staff was noted as strengths, it was also reported that as enrollment continues to grow, limited staff, resources, and space is a weakness. Common in organizational transition periods, the Department of Housing and Residence Life staff reported the following as weaknesses: a new inexperienced staff, a lack of leadership, a lack of training, an unclear budget, a lack of organizational systems and policies, and underutilized technology.

Additional responses regarding perceived weaknesses from other departments included the need to keep pace with the changes in technology, publicity, marketing – the effective use of websites, student apathy and our ability to increase the level of student engagement, assessment of programs, availability of programming/meeting space, and limited knowledge and training on Banner operating system.

Identifying opportunities proved to be a beneficial time for staff to brainstorm about not only the opportunities that exist within their departments, but also the university. Responses included the following: increasing enrollment will increase diversity of student population, addition of recreation sports facility will create additional opportunities for collaboration, new and modern facilities, new training initiatives, comprehensive technology update, new funding strategies, partnerships with academic departments, enhanced coverage of campus news and events, dining hall and recreation sports facilities, number of faculty referrals (buy-in is improving), collaboration with student life and other campus departments, utilizing technology to better serve students, connecting with community, and expanding the Greek System.
In a changing environment and market place, threats are a reality. Responses pertaining to threats included the following: increased need for services due to increasing enrollment, declining occupancy rates in housing, decrease in enrollment, new off campus housing options, no marketing plan, rising costs in operating, rising production costs, price points for publications, lack of student and faculty participation in events, changing student demographics, staff to future student ratio, potential funding cuts, and rising costs associated with tuition, fees, room and board.

As the 2015 Planning Committee continues Phase 1 of the data gathering process, the information generated from this exercise will further strengthen the Division’s 2015 Strategic Plan. It is evident that the majority of the staff has a positive perception pertaining to collaboration within the Division. Collaboration with Faculty is considered a weakness, but it’s not clear whether this perception hinders the process of planning and developing opportunities for engagement with faculty. In summary, one of the highlights of this exercise and a tribute to the leadership is the response, which supports that the staff generally feels they have the freedom and ability to adapt to a changing environment.
Division of Student Life

Vision, Mission, and
2005-2006 Annual Goals
University Mission Statement

The mission of Tarleton State University is to provide an academically challenging educational experience through effective, scholarship, research, and service which enable students to pursue truth and acquire understanding, knowledge, and skills necessary for establishing successful careers and becoming responsible citizens and leader.

The University mission is actualized in Student Life via its mission statement.

University Strategic Goals

1. Excellence in scholarships and learning – Tarleton will ensure that its students have an educational experience of excellence that will result in their becoming knowledgeable and productive citizens.

2. Student Services and campus life – Tarleton will create a friendly and caring campus culture that supports student scholarship, learning, and development in all aspects of university life.

3. Access, equity, and inclusion – Tarleton will respond effectively, and with fairness to the needs of all qualified students who represent a changing population in the State of Texas and in a diverse, global community.

4. Leadership development – Tarleton will graduate students who are committed to the improvement of society through their leadership and service.

5. Institutional advancement – Tarleton will secure additional funding sources, including private donations and federal and state grants, to help meet its needs and goals.

6. Personnel and resources – Tarleton will effectively manage it personnel and its financial, physical, and library resources to ensure outstanding academic programs and to provide a campus culture that is conducive to the pursuit of scholarship and excellence in learning.

7. Educational technology – Tarleton will incorporate electronic and communication technology in the library and throughout the university so that scholarship, teaching, research, outreach activities, and student services are current and effective.

Division of Student Life Vision Statement

“Developing Global Citizens”
**Division of Student Life Mission Statement**

Through innovative activities and services, students have opportunities to explore, learn, and develop both socially and academically. Opportunities exist within a campus climate that fosters leadership development, values diversity, promotes citizenship, and individual growth for all students.


---

**Each Student Life strategic goal originates from University strategic goals.**

---

**Division of Student Life Long Term Strategic Goals**

---

**Goal #1** – To provide programs, services, and activities, which enhance student learning, growth & development.

**Goal #2** – To provide programs and services, which support the successful retention and graduation of students.

**Goal #3** – To promote an awareness and understanding of the various and diverse campus cultures in order to encourage a sense of support, caring, and friendliness by students, faculty and staff.

**Goal #4** – To manage the financial, physical, technological and human resources of the division and its departments.

**Goal #5** – To advance a division assessment and evaluation process that promotes continuous improvement by modification or development of programs, services and activities.

---

**Division of Student Life 2005-2006 Annual Strategic Goals**

**Goal #1** – To develop a staff development training program for the division specifically addressing the following areas: (DG – 1, 4)

**Strategies**

a. Establishing external funding resources (i.e. grant writing, former student campaign, corporate sponsorship).

b. How to enhance/help student development

c. How to help with Student Retention

d. How to collaborate with faculty, as partners and customers of our services

e. Diversity Initiatives
Identify two cultural populations – develop activities and events to educate student life staff
f. Develop Orientation programs (tours, traditions, campus/division philosophy) for new student life employees
g. Faculty Collaboration: Determine needs of faculty (i.e. civility issues in the classroom, identifying high risk behavior, learning disabilities etc…)

Goal # 2 – To enhance Division programs and services utilizing measurable student learning and growth outcomes and collaborative strategies: (DG – 1, 2)

Strategies
a. Develop collaborative programs with the Department of General Studies to integrate Student Life into the early alert system.
b. Develop partnerships with the Department of General Studies on Residential College Program
c. Provide academic and non-academic programs in nontraditional venues (i.e. residence halls, Thompson Student Center, and the Dining Hall).
d. Implement a population level administration of AlcoholEdu.

Goal # 3 – To improve marketing of Divisional programs and services to university community: (DG – 1, 2)

Strategies
a. Utilize active media strategies to promote student activities, services, and programs through radio, campus television network, web, banner, housing cable system, Student Publications, etc.
b. Utilize the University’s Master Calendar

Goal # 4 – As a component of the overall Diversity Plan, the Division will continue to emphasize through various strategies methods to build a Student Life Team, which is culturally, and experientially diverse. (DG – 1, 2, 4)

Strategies
a. Add at least one staff member (including student employees) to make a significant contribution to the cultural and/or experiential diversity of the staff
b. Note: Strategy regarding cultural educational activities, and staff development is included under Goal 1.

Goal # 5 – To develop a fundraising function and plan for the Division of Student Life. (DG – 1, 2, 4)

Strategies
a. Provide Grant Writing Training (AVPSLS)
b. Provide Fundraising Training for the Division (AVPSLS)

Goal # 6 – To develop a VISION 2015 Division of Student Life long-range plan to include a comprehensive review of the Divisional Mission Statement. (DG – 1, 2, 3, 4, 5)

Strategies
a. Utilize the Student Life Divisional Planning Committee to formulate a long range plan, which addresses the University’s expansion of physical facilities and projected increases in enrollment.
b. Review the Divisional Mission Statement utilizing a committee iterative review and modification process.

**Goal # 7** – To develop a Division of Student Life assessment Task Force/Committee – charged with addressing assessment needs, formulating assessment calendar, and reviewing the Divisional annual planning process.
(DG – 5)
**Strategies**

a. Utilize a variation of assessment methodologies targeted appropriately and determined by the environment, issue, situation, or problem.

b. Assess the satisfaction of Tarleton Alumni with the services they receive from student life at 1 year, 5 years, and 10 years.

c. Develop assessment strategies to determine student learning outcomes. (retention, grade point averages, percent achieving a psychosocial, affective, and cognitive benefit of activities, programs, and services.

d. Consult with each department to determine assessment needs.

e. Develop and implement a comprehensive means of assessing Student Life’s impact on student success.

f. Identify student demographic data to support the development of programs and services appropriately addressing the needs of all student populations.

g. Develop a clearinghouse for university assessment.