

**Vice President for Student Services
New Synergies Strategic Plan 2008-2014
Departmental Plan Template**

Section A: Organization and Planning Team Information

Department: Office of the Dean of Students
(Formal University Department/Unit Name)

Submitted By: Danita M. Brown, Associate Dean of Students
(Name and Title)

Submitted On: March 2009
(Date)

Planning Team Members:

Name	Title
Danita Brown	Associate Dean/Counseling, Testing, SPAN Plan
Harry Brown	Assistant Dean/BVN
Ryan Favors	Student Coordinator
Cindy Field	Testing Center Manager
Robert Mate	Assistant Dean/Counseling
Jessica Mellady	Office Manager
Mary Helen Nesbitt	Student Affairs Specialist
Kyle Pendleton	Assistant Dean/SAO
Heather Stout	Associate Dean/Director, DRC
Sue Wilder	Assistant Dean/Technology and Finance

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Section B: Key Findings of SWOTT (Strengths, Weaknesses, Opportunities, Threats, Trends) Analysis

Strengths	Weaknesses	Opportunities	Threats	Trends
Responsive to all stakeholders needs	Lack of programmatic and operational space	Increased use of technology and expansion of web-based applications	Budget	Increased need for disability accommodations
Friendly and professional service	Sporadic location and proximity of all ODOS offices	Become a centralized hub of communication	Impact of U.S. Economy	Increase in students with mental health diagnosis
Supportive and attentive	Minimal engagement in assessment practices	Collaborations and partnerships with new stakeholders	Reduction in state funds	Increased need for student emergency loans
Resourceful staff members	Low salaries/staff to student ratio compared to the market and other areas of the campus	Improve facilities and equipment	External unfunded mandates	Increase in Readmission Applications, Withdrawals, and Encumbrances
Student focused	Marketing of service and programs	Streamline processes	Possibility of non-renewed grants	Increased need for Veterans support
Demonstrated impact on student retention and success (Horizons, Counseling, Testing, DRC, SAO, etc.)	Lack of fundraising opportunities	Participation in online workshops and webinars for staff enrichment	Increasing demands and expectations from stakeholders (i.e. students and parents)	Increased efforts and expectations to utilize technology
	Do not meet the current and future needs of veterans			Increase need for adult services

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Section C: Key Assumptions Not Associated with the SWOTT Analysis

- Continue to support students, develop leadership, and facilitate access for all
- Continue advocating for all
- Continue providing quality service and serving as a resource for all
- Continue providing counseling, arranging accommodations, administering testing, and adjudicating conduct cases
- Support student organizations, leadership initiatives; connecting service learning and community service opportunities to students
- Maintain funding for TRIO programs
- Address resources/funding for initiatives, programs, and services by creating a triage process
- Continue with assessment and evaluation processes
- Determine an approach to mutually support and supplement other areas'/departments' initiatives

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Section D: Vision Statement – Department/Unit Vision for the Duration of the Plan Period

The Office of the Dean of Students will be widely recognized for exemplary and innovative support of students, development of their leadership potential, and facilitation of access to all programs and services available through Purdue University.

Section E: Department/Unit Mission Statement for the Duration of the Plan Period

The Office of the Dean of Students promotes a holistic learning experience through programs and services that develop students intellectually, socially, and ethically. We develop and implement services, activities, and opportunities that complete the student experience and enhance their adjustment to and participation in college life. We form campus-wide partnerships that create a challenging yet supportive environment preparing students to be responsible and engaged global citizens.

Section F: Department/Unit Values for the Duration of the Plan Period

1. **Student Focus-** We believe in keeping the best interest of students in the center and forefront of our decision making.
2. **Academic Relevance-** We recognize that the co-curricular experience contributes to the retention of students, their ability to complete educational objectives, and their employability due to the added value their experiences bring to a workplace environment.
3. **Diversity-** We recognize that each individual has rich experiences to offer the community. We embrace and advance inclusiveness, and respect the dignity of all people.
4. **Access-** We believe that every individual and group should have an equal opportunity to participate in all programs and services. We provide assistance to make all of our programs and services available to the university community.
5. **Collaboration-** We believe in promoting an educational and cultural environment that promotes teamwork. We share resources, knowledge, and creativity for the betterment of those in the community we serve.
6. **Support-** We provide students, faculty, staff and community members with superior, timely, courteous and professional services.
7. **Innovation-** We cultivate the ability to change and meet emergent and diverse needs creatively, effectively, and efficiently. We pride ourselves on adapting and adjusting to the needs of our community.
8. **Professional Integrity-** We promote productive engagement in our community, state, nation and global community to encourage lifelong learning. We shall endeavor to conduct ourselves in a professional manner and in a way that exudes and upholds ethical principles.

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Section G-1: Goal 1) Launching Tomorrow's Leaders – Strategies & Measurable Objectives

Strategy	Measurable Objective	Measures
G-1a: Create and support peer-to-peer leadership opportunities (i.e., peer mentoring programs)	<ul style="list-style-type: none"> ✓ Increase opportunities for student participation in peer-to-peer leadership programs and organizations. ✓ Students will develop increased skills in the areas of mentoring, interpersonal communications, and facilitation. 	<ul style="list-style-type: none"> • Continue advising and tallying the number of peer leadership programs and organizations • Students in specific programs will be administered a pre-/post- test that measures mentoring skills, interpersonal communication skills and facilitation skills. • Count the number of students involved in each program • Track the number of mentors/mentees involved in the DRC Mentor group • Track number of meetings for the whole group as well as the mentor-to-mentee meetings
G-1b: Enhance support provided to students with mental health conditions	<ul style="list-style-type: none"> ✓ Increase students' awareness of mental health services and resources available to them. ✓ Increase student access to mental health services and resources. ✓ Increase number of support groups, as necessary, reflecting the needs of the students. 	<ul style="list-style-type: none"> • Tabulate the number of drop-in and scheduled counseling appointments • Develop support groups as necessary to address the needs of our students • Track the number of outreach and crises cases • Calculate the number of students with psychological conditions actively working with DRC

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		and the types of services used
G-1c: Facilitate a variety of leadership/community engagement/service-learning opportunities	<ul style="list-style-type: none"> ✓ Increase support for student involvement in leadership programs. ✓ Develop effective collaborations across units of the university to support existing leadership programs ✓ Increase student involvement in community and civic engagement activities. ✓ Maintain collaborative activities supporting faculty involved in service-learning activities. 	<ul style="list-style-type: none"> • Tabulate the number of leadership/community engagement/service learning opportunities offered to students • Track the number of DRC programs held by student groups and the purpose of each program (PADI, Peer Mentor, ASL club, ACIDI).
G-1d: Promote participation in leadership/community engagement/service-learning opportunities	<ul style="list-style-type: none"> ✓ Increase and promote students awareness of opportunities in the areas of leadership, community and civic engagement, and service-learning. ✓ Increase students' understanding of the current and future benefits they derive from participating in leadership, community and civic engagement, and service-learning activities. ✓ Increase student awareness and acceptance of the concept of responsible citizenship. ✓ Increase 	<ul style="list-style-type: none"> • Enhance and maintain current information on our website • Utilize the most effective mode of communication (i.e. internet, email, website, E-Sidewalk, television, print media) for general and specific targets and count the number of hits on a website, ads, fliers, etc. • Calculate the number of programs and the number of participants

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	<p>student participation in leadership, community and civic engagement, and leadership activities.</p>	
<p>G-1e: Collaborate with other units of the university on leadership programs.</p>	<ul style="list-style-type: none"> ✓ Facilitate increased awareness across the university of ODOS leadership programs, including understanding of program objectives, requirements, and intended participants. ✓ Demonstrate and maintain awareness of the variety of leadership programs outside of ODOS. ✓ Be perceived by other units of the university as a “good partner” in developing and maintaining student leadership programs. ✓ Increase the number and quality of partnership focused on the student leadership experience. 	<ul style="list-style-type: none"> • Sum up the number of other departments and services within the campus community help explore a student’s role as a leader • List the number of programs and the partner units involved in each program (ex: SLHS partnered with DRC to facilitate “New Tracks.”)
<p>G-1f: Sustain peer tutoring program for targeted populations</p>	<ul style="list-style-type: none"> ✓ Maintain adequate access to peer tutoring for identified student populations. ✓ Increase tangible and intangible incentives for students completing the tutoring course. ✓ Develop effective strategies for identifying and recruiting tutors. 	<ul style="list-style-type: none"> • Recruit tutors through advisors & instructors and calculate the number of referrals, applicants, and tutors • Count the total number of tutors, tutees, and tutoring hours per session and per semester • Tabulate the total amount of monies paid to each tutor

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		<ul style="list-style-type: none"> ● Track the number of incentives given to students for completing the tutoring course
<p>G-1g: Continue and strengthen outreach to students from underrepresented populations.</p>	<ul style="list-style-type: none"> ✓ Within the campus community, Increase the visibility of underrepresented student groups. ✓ Outside of the immediate campus community, increase the awareness of underrepresented student groups on campus (and increase the understanding of the role they play in shaping the “Purdue experience”). ✓ Within Purdue, increase awareness of the importance of a diverse student population to the quality of life on campus and to enhancing the “Purdue Experience”. 	<ul style="list-style-type: none"> ● Increase the visibility of underrepresented student groups used in marketing efforts ● Offer presentations to student organizations, academic support units, diversity resource offices, etc. ● Collaborate with minority/underrepresented organizations for programs, events, and services and tally each organization ● Track efforts of outreach to underrepresented students ● Students will gain knowledge of diverse cultures, cross-cultural communication, the dynamics of privilege and oppression, and the use of power between groups. ● Students will gain a greater understanding of their own personal identities in relation to global issues in order to shape their leadership and followership. ● Calculate the number of outreach activities attended and the

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		number of prospective students involved
G-1h: Address the unmet educational, physical, mental, and social needs of our diverse student population (i.e., students with disabilities, minority students, veterans, etc).	<ul style="list-style-type: none"> ✓ Create and/or facilitate the creation of support networks, groups, and organizations that enhance the ability of the campus to meet the educational, physical, and social needs of identified underserved student populations. ✓ Develop an increased awareness and understanding of the needs and expectations our underserved and special needs populations that can be met through support networks, groups, and organizations. 	<ul style="list-style-type: none"> • Monitor membership in support networks, groups and organizations • Conduct annual survey to collect student feedback regarding services. Collect input from student groups connected to DRC (PADI, ASL club, Peer Mentor)
G1-i: Facilitate understanding of and promote participation in civic responsibility, engagement, and leadership.	<ul style="list-style-type: none"> ✓ Increase awareness and understanding among students of the concept of responsible citizenship. ✓ Increase awareness of the efficacy of civic involvement and leadership. ✓ Students participating in civic engagement and leadership opportunities will develop an understanding of leadership theories and how to employ those theories personally, locally, and globally. 	<ul style="list-style-type: none"> • Offer leadership programs, classes, workshops, conferences, etc., and tabulate the number of each opportunity offered • Students will understand current leadership theories and put those into practice personally, locally, and globally
G-1j: Promote understanding of ethical leadership and ethics based responsibility and accountability.	<ul style="list-style-type: none"> ✓ Students will exhibit behaviors based on humanitarian values, including: a 	<ul style="list-style-type: none"> • Students will act out of humanitarian values, such as being committed to social

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	<p>commitment to social justice; an acceptance of social responsibility; and serving as agents for positive social change.</p>	<p>justice, engaging in social responsibility, and serving as positive social change agents</p>
<p>G-1k: Provide opportunities for the practical application of classroom learning and for high quality out-of-class experiences.</p>	<p>✓ Through co-curricular leadership and civic engagement opportunities students will develop a set of comprehensive skills essential to good leaderships practice, including: time management; meeting management; agenda setting; group dynamics; and team building.</p>	<ul style="list-style-type: none"> ● Provide documentation of course syllabi ● Students will develop comprehensive set of practical skills and tools to rely on through leadership practice. Such skills and tools include time management, meeting management and agenda setting, group dynamics, and team building ● Track volunteer and internship activities of DRC students
<p>G-1l: Develop a collaborative leadership program with IVY Tech – Lafayette</p>	<ul style="list-style-type: none"> ✓ Student leaders at IVY Tech – Lafayette will express increased interest in continuing their education at Purdue-West Lafayette. ✓ Student leaders at IVY Tech and Purdue will perceive a positive learning experience from greater socio-economic diversity. ✓ IVY Tech student leaders who do choose to attend Purdue will express greater confidence in becoming involved in campus leadership and activities. 	

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G-1m: Institute leadership certificate program for students completing ODOS sponsored leadership programs (including transcript notation).	<ul style="list-style-type: none"> ✓ Students will perceive increased practical benefits for completing leadership experiential education. ✓ Students will be perceived as better prepared by potential employers and graduate and professional schools. 	
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Section G-2: Goal 2) Discovery with Delivery – Strategies & Measurable Objectives

Strategy	Measurable Objective	Measures
G2-a: Continue to connect students with research opportunities.	<ul style="list-style-type: none"> ✓ Increase student awareness of research opportunities throughout the academic year, including summer research opportunities on and off campus. ✓ Increase student awareness of internships, service-learning opportunities, and scholarships. ✓ Increase access to information about research, service-learning, internship, and scholarship opportunities. 	<ul style="list-style-type: none"> • Encourage students to participate in summer research programs • Track research opportunities and how they are marketed/presented to students • Student will be aware of and participate in internships, service learning opportunities, and scholarship programs • Calculate the number of research projects DRC has partnered on and the number of participants. Track data for Perkins Grant (College of Technology), America's Best College Survey (OIR)
G-2a: Advocate for the accessibility of research opportunities for students.	<ul style="list-style-type: none"> ✓ Develop cooperative relationships with faculty and research staff that result in research opportunities for students. 	<ul style="list-style-type: none"> • Encourage students to participate in summer research programs • Track research opportunities and how

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	<p>✓ Support efforts to increase awareness across campus of the efficacy of involving students in research activities.</p>	<p>they are marketed/presented to students</p> <ul style="list-style-type: none"> • Student will be aware of and participate in internships, service learning opportunities, and scholarship programs • Calculate the number of research projects DRC has partnered on and the number of participants. Track data for Perkins Grant (College of Technology), America's Best College Survey (OIR)
<p>G-2b Advocate for the accessibility of research opportunities</p>		
<p>G-2c: Promote research, internships, and service-learning opportunities.</p>	<p>✓ Increase student participation in internships, service-learning activities, and scholarship programs.</p>	<ul style="list-style-type: none"> • Distribute any information useful to our students • Student will be aware of and participate in internships, service learning opportunities, and scholarship programs • Track student participation in research/internship/service learning activities • Track number of presentations given to promote such opportunities • Track number of partnership projects addressing such opportunities

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<p>G-2d: Provide financial support for research and internship opportunities through mechanisms such as scholarship programs and emergency loans.</p>	<p>✓ The number of students participating in research and internship opportunities will increase.</p>	<ul style="list-style-type: none"> • Monitor number and amount of scholarships/grants awarded • Monitor number and amount of emergency loans approved • Track total number of opportunities and recipients
<p>G-2e: Hold students accountable to the university's academic standards of ethical research.</p>	<p>✓ Students will exhibit an increased awareness and understanding of the university's academic standards and research expectations.</p> <p>✓ Staff will be aware of and act in accordance with current testing procedures and standards for all examinations administered by ODOS (i.e., national, placement, and CLEP).</p> <p>✓ Student misconduct will be adjudicated in manner that reinforces the student's understanding of the university's standards for responsibility and accountability.</p>	<ul style="list-style-type: none"> • Continue to educate students on the University's academic standards and research expectations • Continue to uphold testing procedures and standards for all examinations (i.e. national, placement, CLEP) • Continue to adjudicate student misconduct cases and administer educational sanctions for conduct violations • Record number of academic conduct violations
<p>G-2f: Create new and strengthen existing partnerships with academic areas.</p>	<p>✓ Facilitate effective participation of ODOS staff in academic advising organizations; academic advisory boards; academic tasks forces; and academic committees.</p> <p>✓ Maintain effective support of Science Bound and other academic programs.</p> <p>✓ Facilitate an increase in student participation in academic activities through student</p>	<ul style="list-style-type: none"> • Record staff participation in academic advising organization/advisory boards/task forces/committees • Track the number of presentations given, classes instructed, facilitated activities • Continue working with Science Bound and other programs on

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	organizations, service-learning, civic engagement, and educational programming.	<p>campus</p> <ul style="list-style-type: none"> • Student will be actively engaged in academic activities including: student organizations, service learning programs, and educational programming • Track number of meetings and/or presentations given to academic units • Track number of co-presentations given with academic units
G-2g: Support testing for advanced credit placement for courses, especially STEM courses.	<ul style="list-style-type: none"> ✓ ODOS staff will ensure that testing procedures and delivery of testing results conform to academic units' and other university programs' needs and expectations. 	<ul style="list-style-type: none"> • Track the number of advance credit placement exams given each semester and annually • Review testing procedures and delivery of testing results in conjunction with the academic units and other university programs.

Section G-3: Goal 3) Meeting Global Challenges – Strategies & Measurable Objectives

Strategy	Measurable Objective	Measures
G-3a: Support of growth and development of student organizations	<ul style="list-style-type: none"> ✓ Students will have increased opportunities to engage the global community as a means of exploring their civic responsibility as leaders. 	<ul style="list-style-type: none"> • Track the number and type of leadership training programs offered to student organizations • Students will engage in with global community as a

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		<p>means to explore one's civic responsibility as a leader</p> <ul style="list-style-type: none"> • Track number of student groups/organizations and number of participants • Track number of staff and hours of staff time involved in such organizations
G-3b: Infusing global issues into the curriculum of the courses (academic and co-curricular) taught by ODOS staff.	<ul style="list-style-type: none"> ✓ Students will express a greater understanding of their personal identities in relations to global issues. ✓ Students will exhibit styles of leadership and followership that reflect their increased understanding of their identities in relation to global issues. 	<ul style="list-style-type: none"> • Provide documentation of course syllabi • Students will gain a greater understanding of their own personal identities in relation to global issues in order to shape their leadership and followership
G-3c: Forge partnership with faculty sponsoring service-learning initiatives, with academic units of the university, and university libraries.	<ul style="list-style-type: none"> ✓ Students will have an increased awareness of educational programs offered throughout the university. ✓ Students will increase participation in educational programs that enhance their civic engagement and leadership experience and education. 	<ul style="list-style-type: none"> • Student will be aware of and participate in the educational programs sponsored by other units of the university • Track data from EPICS ODOS team
G-3d: Support and encourage workforce development.	<ul style="list-style-type: none"> ✓ Collaborate with community organizations to increase students' readiness to enter the workforce through experience gained in civic 	<ul style="list-style-type: none"> • Provide and track the number of workforce development programs such as resume writing and

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	<p>engagement and leadership.</p> <p>✓ Through participating in student organizations and ODOS leadership programs, students will increase their understanding of skills needed to succeed in the workforce, including leadership skills, interpersonal skills, and organizational skills.</p>	<p>interviewing skills</p> <ul style="list-style-type: none"> • Administer individual career testing/counseling and tally the number of tests and counseling sessions/workshops • Record the number of community organizations we collaborate and partner with to deliver services • Students will develop leadership and interpersonal, and practical skills valued by employers • Continue to report data for the annual Carl Perkins report • Track data for NASA initiative (in development).
<p>G-3e: Support testing for advanced credit placement courses, especially STEM courses.</p>	<p>✓ Student retention and graduation will be supported through an advanced placement testing process that meets their needs and those of the university's academic units.</p>	<ul style="list-style-type: none"> • Track the number of advance credit placement exams given each semester and annually • Review testing procedures and delivery of testing results in conjunction with the academic units and other university programs
<p>G-3f: Promote scholarship, internship, and service-learning opportunities.</p>	<p>✓ Students will have increased access to information and an increased awareness of scholarship, internship, and service-learning</p>	<ul style="list-style-type: none"> • Review advertisements • Distribute any information useful to our students • Student will be

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	<p>opportunities.</p> <ul style="list-style-type: none"> ✓ Students will express an increased understanding of the benefits of participating in internship, service-learning, and scholarship opportunities. 	<p>aware of and participate in internships, service learning opportunities, and scholarship programs</p>
G-3g: Overall support of State Wide Tech.	<ul style="list-style-type: none"> ✓ ODOS staff will have and increased ✓ Understanding of how their programs and services can support State Wide Tech initiatives. 	<ul style="list-style-type: none"> • Provide and track the number of tutoring, counseling, readmission support, scholarships/grants, and emergency loans • Track number of students served at State Wide Tech sites

Section G-4: Strategies Common to All Goals – Strategies & Measurable Objectives

Strategy	Measurable Objective	Measures
G-4a Support of student organizations	<ul style="list-style-type: none"> ✓ Students will have increased opportunities to engage the global community as a means of exploring their civic responsibility as leaders. 	<ul style="list-style-type: none"> • Track the number and type of leadership training programs offered to student organizations • Students will engage in with global community as a means to explore one’s civic responsibility as a leader • Track number of student groups/organizations and number of participants • Track number of staff and hours of staff time involved

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		in such organizations
G-4b Support testing for advance credit placement for courses, especially STEM courses	<ul style="list-style-type: none"> ✓ Student retention and graduation will be supported through an advanced placement testing process that meets their needs and those of the university's academic units. 	<ul style="list-style-type: none"> • Track the number of placement exams given each semester and annually
G-4c Create new and strengthen existing partnerships with academic areas	<ul style="list-style-type: none"> ✓ Create new and strengthen existing partnerships with academic areas. 	<ul style="list-style-type: none"> • Record staff participation in academic advising organization/advisory boards/task forces/committees • Track the number of presentations given, classes instructed, facilitated activities
G-4d Provide practical opportunities for the application of classroom learning and high quality out-of-class experiences	<ul style="list-style-type: none"> ✓ Through co-curricular leadership and civic engagement opportunities students will develop a set of comprehensive skills essential to good leadership practice, including: time management; meeting management; agenda setting; group dynamics; and team building. 	<ul style="list-style-type: none"> • Provide documentation of course syllabi • Students will develop comprehensive set of practical skills and tools to rely on through leadership practice. Such skills and tools include time management, meeting management and agenda setting, group dynamics, and team building
G-4e Facilitate a variety of leadership/community engagement/service learning opportunities	<ul style="list-style-type: none"> ✓ Increase support for student involvement in leadership programs. ✓ Develop effective collaborations across units of the university to support existing 	<ul style="list-style-type: none"> • Students will develop an increased awareness of community and societal needs

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	<p>leadership programs</p> <ul style="list-style-type: none"> ✓ Increase student involvement in community and civic engagement activities. ✓ Maintain collaborative activities supporting faculty involved in service-learning activities. 	
<p>G-4f Promote participation in leadership/community engagement/service learning opportunities</p>	<ul style="list-style-type: none"> ✓ Increase and promote students awareness of opportunities in the areas of leadership, community and civic engagement, and service-learning. ✓ Increase students' understanding of the current and future benefits they derive from participating in leadership, community and civic engagement, and service-learning activities. ✓ Increase student awareness and acceptance of the concept of responsible citizenship. ✓ Increase student participation in leadership, community and civic engagement, and leadership activities. 	<ul style="list-style-type: none"> • Enhance and maintain current information on our website • Utilize the most effective mode of communication (i.e. internet, email, website, E-Sidewalk, television, print media) for general and specific targets and count the number of hits on a website, ads, fliers, etc. • Students will develop a spirit of volunteerism and giving while developing a culture of civic responsibility
<p>G-4g Infusing global issues into the curriculum of the courses (academic and co-curricular) taught by ODOS staff.</p>	<ul style="list-style-type: none"> ✓ Students will express a greater understanding of their personal identities in relations to global issues. ✓ Students will exhibit styles of leadership and followership that reflect their increased understanding of their identities in relation to global issues. 	<ul style="list-style-type: none"> • Provide documentation of course syllabi • Students will gain a greater understanding of their own personal identities in relation to global issues in order to shape their leadership and

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		followership
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Section H: Strategies (Leads and Stakeholders)

Strategy	Lead	Stakeholders	Partners
G-1a Create and support peer to peer leadership opportunities (i.e. Peer Mentoring Programs)	Harry-BVN, Dean-Horizons, Heather-DRC, Dorothy-Span Plan, Pablo-SAO	Students	<ul style="list-style-type: none"> • Student organizations • University System • Local community
G-1b Enhance support provided to students with mental health conditions	Danita-Counseling, Heather-DRC, Steve- OSRR	Students, parents, faculty/staff/administrators	<ul style="list-style-type: none"> • CAPS • Wabash Valley Hospital • Community Agencies • PUPD, WLPD & PUFD
G-1c Facilitate a variety of leadership/community engagement/service learning opportunities	Harry-BVN, Heather- DRC, Dean-Horizons, Pablo-SAO, Dorothy- Span Plan	Students	<ul style="list-style-type: none"> • Academic units • VPSS staff • Local community • CIE • Community Relations
G-1d Promote participation in leadership/community engagement/service learning opportunities	All ODOS Area Coordinators and Coordinators	Students	<ul style="list-style-type: none"> • Marketing • Academic Units • VPSS Units • Housing and Food Services
G-1e Collaborate with other units of the university on	Heather-DRC, Dean-Horizons, Pablo-SAO,	Students	<ul style="list-style-type: none"> • Agricultural Leadership

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leadership programs	Dorothy-Span Plan		<ul style="list-style-type: none"> • Program • OLS • TRIO Program • University system
G-1f Sustain Peer Tutoring Program for specific, targeted populations	Dean-Horizons, Dorothy-Span Plan, Heather-DRC	Students	<ul style="list-style-type: none"> • TRIO Program • Academic units • Students • SATS
G-1g Continue and strengthen outreach to underrepresented students	All ODOS Area Coordinators and Coordinators	Students, staff, faculty, and parents	<ul style="list-style-type: none"> • Provost Office • TRIO Program • Diversity Resource Offices • Housing and Food Services
G-1h Address the unmet educational, physical, mental, and social needs of our diverse students (i.e. those with disabilities, underrepresented minorities, veterans, etc.)	Danita-Counseling, Heather- DRC, Pablo- SAO	Students, staff, faculty, parents	<ul style="list-style-type: none"> • Testing Center • Housing and Food Services • Diversity Resource Offices • Provost's Office • Ethics and Compliance Office • Military Family Research Institute (MFRI) • Veterans' Administration • Buildings and Grounds • Counseling and Psychological Services • Federal, state and local agencies • Secondary and Post-Secondary education colleagues

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			<ul style="list-style-type: none"> • OCR
G-1i Facilitate understanding of and promote participation in civic responsibility, engagement, and leadership	Harry-BVN, Danita-Counseling, Steve-OSRR, Pablo-SAO,	Students, faculty & staff	<ul style="list-style-type: none"> • Academic units • Housing and Food Services • VPSS staff • Local community PUPD, WLPD
G-1j Promote understanding of ethical leadership, ethical responsibility, and accountability	All ODOS Area Coordinators and Coordinators	Students, faculty & staff	<ul style="list-style-type: none"> • Academic units • Housing and Food Services • VPSS staff • Local community PUPD, WLPD • TRIO Program
G-1k Provide practical application of classroom learning and high quality out of class experiences	Harry-BVN, Dean-Horizons, Pablo-SAO	Students, faculty and staff	<ul style="list-style-type: none"> • TRIO Program • Academic units
G-1l Develop a collaborative leadership program with IVY Tech – Lafayette	Pablo- SAO	Students, faculty, and staff	<ul style="list-style-type: none"> • Ivy Tech
G-1m Institute leadership certificate program for students completing ODOS sponsored leadership programs (including transcript notation).	Pablo- SAO	Students, faculty, and staff	<ul style="list-style-type: none"> • Academic Units • Local Community
G-2a Continue to connect students with research opportunities	Dean- Horizons, Pablo- SAO	Students	<ul style="list-style-type: none"> • TRIO Program • Academic units
G-2b Advocate for the accessibility of research opportunities	Heather- DRC	Students	<ul style="list-style-type: none"> • Academic units • Global, national, regional, state, local communities • Federal, state and local agencies

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			<ul style="list-style-type: none"> • Secondary and Post-Secondary education colleagues • OCR • Professional organizations (AHEAD, NASPA, CIC, MIUSA, etc.)
G-2c Promote research/internship opportunities/service learning	All ODOS Area Coordinators and Coordinators	Students, academic units	<ul style="list-style-type: none"> • TRIO Program • Academic units • Global, national, regional, state, local communities
G-2d Provide financial support for research/internship opportunities (i.e. scholarship programs, emergency loans, etc.)	Harry-BVN, Danita-Counseling, Heather- DRC, Pablo-SAO	Students, academic units, and parents	<ul style="list-style-type: none"> • Development Office • Donors • Alumni • Grants • Scholarships • Financial Aid Office • Global, national, regional, state, local communities • Federal, state and local agencies
G-2e Hold students accountable to University's academic standard and ethical research	Steve- OSRR, Cindy- Testing Center	University Community, Parents	<ul style="list-style-type: none"> • Faculty, staff & students • Provost's office • VP for Research • Academic units • ITAP staff
G-2f Create new and strengthen existing partnerships with academic areas	All ODOS Area Coordinators and Coordinators	Students, academic units	<ul style="list-style-type: none"> • TRIO Program • Academic units • Peer institutions

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G-2g Support testing for advance credit placement for courses, especially STEM courses	Cindy- Testing Center	Students, faculty, and parents	<ul style="list-style-type: none"> • Academic units • ITAP staff • Office of the Registrar • Admissions • Space Management
G-3a Support of student organizations	Heather- DRC, Pablo-SAO	Students	<ul style="list-style-type: none"> • Business Office for Student Organizations (B.O.S.O) • Office of the Registrar • Purdue Memorial Union • University system
G-3b Infusing global issues into the curriculum of the courses (academic and co-curricular) taught by ODOS staff.	Heather-DRC, Dean- Horizons, Pablo-SAO	Students, faculty and staff	<ul style="list-style-type: none"> • Academic units • Global, national, regional, state, and local communities • CIE • Study Abroad • Post-secondary institutions (domestic and international)
G-3c Forge partnerships with service learning initiatives, colleges and libraries	Harry-BVN, Heather-DRC, Pablo-SAO	Students, academic units, and libraries, DLC, ATC/ITAP, CIE	<ul style="list-style-type: none"> • Academic units • Libraries • EPICS • CIE • ATC/ITAP • Post-secondary institutions
G-3d Support and encourage Workforce development	Heather-DRC, Dorothy-Span Plan	Students, local and state entities	<ul style="list-style-type: none"> • Testing Center • Ivy Tech Community College • Academic units • Local and state entities

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			<ul style="list-style-type: none"> • Voc Rehab • College of Technology • OIR • INSGC Program (Discovery Park) • AAAS EntryPoint
G-3e Support testing for advance credit placement for courses, especially STEM courses	Cindy- Testing Center	Students, faculty, and parents	<ul style="list-style-type: none"> • Academic units • iTAP staff • Office of the Registrar • Admissions • Space Management
G-3f Promote scholarship/internship opportunities/service learning	All ODOS Area Coordinators and Coordinators	Students	<ul style="list-style-type: none"> • TRIO Program • Academic units • Global, national, regional, state, local communities
G-3g Overall support of StateWide Tech	All ODOS Area Coordinators and Coordinators	University system	<ul style="list-style-type: none"> • TRIO Program • StateWide Tech

- Internal (Purdue University)

Current Students	ODOS Staff	VPSS Staff
Advisor	PUPD	Registrar
Bursar	Financial Aid	Admissions
Faculty	President's Office	iTAP Staff/One Purdue
Business Office (VPSS)	BOSO	PSUB
Space Management	Academic Units	Human Resources
All Regional Campuses	Housing and Food Services	Athletics
Development Offices	Libraries	

- External (Outside Purdue)

Local Community-governments, nonprofits, police, neighborhood	Grant and Philanthropic supporters (scholarships, SPAN)	Parents (of current students and of future students)
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associations	PLAN, etc)	
Off-campus housing- Coops, Fraternities, Sororities, Landlords	University affiliated departments and organizations	Service providers/contractors
TRIO Program	Colleagues	Alumni
Peer Institutions	State Higher Education Institutions	

Section I: Peer Institutions (University or Departmental Peers) for each Strategy

*The CIC (Committee on Institutional Cooperation) is also included for this section.

Strategy	Peer Institutions
G-1a Create and support peer to peer leadership opportunities (i.e. Peer Mentoring Programs)	University of Illinois Ohio State IUPUI Cornell University University of Michigan
G-1b Enhance support provided to students with mental health conditions	Butler University University of Illinois UC-Berkeley
G-1c Facilitate a variety of leadership/community engagement/service learning opportunities	University of Illinois Ohio State University IUPUI Cornell University
G-1d Promote participation in leadership opportunities	University of Illinois Ohio State University IUPUI Cornell University
G-1e Collaborate with other units of the university on leadership programs	University of Illinois Ohio State University IUPUI Cornell University
G-1f Sustain Peer Tutoring Program for specific, targeted populations	University of Illinois Ohio State University IUPUI Cornell University
G-1g Continue and strengthen outreach to underrepresented students	Ball State University of Illinois University of Wisconsin-Madison
G-1h Address the unmet educational, physical, mental, and social needs of our diverse students (i.e. those with disabilities, underrepresented minorities, veterans, etc.)	Ball State University of Illinois University of Wisconsin-Madison University of Michigan
G-1i Facilitate understanding of and promote participation in civic responsibility,	University of Illinois Ohio State University

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engagement, and leadership	IUPUI Cornell University
G-1j Promote understanding of ethical leadership, ethical responsibility, and accountability	University of Illinois Ohio State University IUPUI Cornell University
G-1k Provide practical application of classroom learning and high quality out of class experiences	University of Illinois Ohio State University IUPUI Cornell University
G-1l Develop a collaborative leadership program with IVY Tech – Lafayette	IUPUI
G-1m Institute leadership certificate program for students completing ODOS sponsored leadership programs (including transcript notation).	University of Illinois University of Maryland IUPUI
G-2a Continue to connect students with research opportunities	University of Illinois Ohio State University IUPUI Cornell University
G-2b Advocate for the accessibility of research opportunities	University of Illinois Ohio State University IUPUI Cornell University
G-2c Promote research/internship opportunities/service learning	University of Illinois Ohio State University IUPUI Cornell University
G-2d Provide financial support for research/internship opportunities (i.e. scholarship programs, emergency loans, etc.)	University of Illinois Ohio State University IUPUI Cornell University
G-2e Hold students accountable to University's academic standard and ethical research	University of Illinois Ohio State University IUPUI Cornell University
G-2f Create new and strengthen existing partnerships with academic areas	University of Illinois Ohio State University IUPUI Cornell University
G-2g Support testing for advance credit placement for courses, especially STEM courses	University of Illinois
G-3a Support of student organizations	University of Illinois

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	Ohio State University IUPUI Cornell University
G-3b Infusing global issues into the curriculum of the courses (academic and co-curricular) taught by ODOS staff.	University of Illinois Ohio State University IUPUI Cornell University
G-3c Forge partnerships with service learning initiatives, colleges and libraries	University of Illinois Ohio State University IUPUI Cornell University
G-3d Support and encourage Workforce development	University of Illinois Ohio State University IUPUI Cornell University University of Michigan
G-3e Support testing for advance credit placement for courses, especially STEM courses	University of Illinois
G-3f Promote scholarship/internship opportunities/service learning	University of Illinois Ohio State University IUPUI Cornell University
G-3g Overall support of StateWide Tech	University of Illinois Ohio State University IUPUI Cornell University

Section J: Resources, Reallocations, and Investments for Each Strategy

Strategy	Resources	Reallocations or Investments	Known Constraints
G-1a Create and support peer to peer leadership opportunities (i.e. Peer Mentoring Programs)	Staff	<ul style="list-style-type: none"> Professional support staff 	<ul style="list-style-type: none"> Staff Physical space Budget
G-1b Enhance support provided to students with mental health conditions	Staff	<ul style="list-style-type: none"> Additional counseling position 	<ul style="list-style-type: none"> Staff Budget
G-1c Facilitate a	Staff, community	<ul style="list-style-type: none"> Professional 	<ul style="list-style-type: none"> Staffing

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variety of leadership/community engagement/service learning opportunities	partners, academic units	support Staff • Money	<ul style="list-style-type: none"> • Budget • Visibility
G-1d Promote participation in leadership/community engagement/service learning opportunities	Staff, community partners, academic units	People and Money	<ul style="list-style-type: none"> • Staffing • Budget • Visibility
G-1e Collaborate with other units of the university on leadership programs	Staff, academic units	<ul style="list-style-type: none"> • Support of top administration • People • Money 	<ul style="list-style-type: none"> • Cross Unit Incentives • Staffing • Budget • Resistance to change
G-1f Sustain Peer Tutoring Program for specific, targeted populations	Staff, student employees		<ul style="list-style-type: none"> • Budget
G-1g Continue and strengthen outreach to underrepresented students	Staff, Diversity Resource Office		<ul style="list-style-type: none"> • Communications • Marketing
G-1h Address the unmet educational, physical, mental, and social needs of our diverse students (i.e. those with disabilities, underrepresented minorities, veterans, etc.)	Staff, community partners, academic units	<ul style="list-style-type: none"> • Monies for new programs, equipment, and training for staff 	<ul style="list-style-type: none"> • Staff • Budget
G-1i Facilitate understanding of and promote participation in civic responsibility, engagement, and leadership		<ul style="list-style-type: none"> • People • Money • Community outreach facility (off-campus) • Support for community partners 	<ul style="list-style-type: none"> • Staffing • Budget • Community Partners' Capacity
G-1j Promote understanding of			<ul style="list-style-type: none"> • Staffing • Budget

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ethical leadership, ethical responsibility, and accountability			
G-1k Provide practical application of classroom learning and high quality out of class experiences			<ul style="list-style-type: none"> • Budget
G-1l Develop a collaborative leadership program with IVY Tech – Lafayette			<ul style="list-style-type: none"> • Budget • Staff • Lack of commitment to collaborate across institutions
G-1m Institute leadership certificate program for students completing ODOS sponsored leadership programs (including transcript notation).			<ul style="list-style-type: none"> • Resistance to change university policies and procedures
G-2a Continue to connect students with research opportunities			<ul style="list-style-type: none"> • Availability of opportunities • Knowledge of existing opportunities
G-2b Advocate for the accessibility of research opportunities			
G-2c Promote research/internship opportunities/service learning			<ul style="list-style-type: none"> • Availability of opportunities • Knowledge of existing opportunities
G-2d Provide financial support for research/internship opportunities (i.e. scholarship programs, emergency loans, etc.)			<ul style="list-style-type: none"> • Budget • Endowments
G-2e Hold students accountable to			<ul style="list-style-type: none"> • Resistance to change in

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University's academic standard and ethical research			university policies and procedures
G-2f Create new and strengthen existing partnerships with academic areas			<ul style="list-style-type: none"> • Resistance to change • Poor cross unit communications • Lack of incentive to collaborate
G-2g Support testing for advance credit placement for courses, especially STEM courses	Staff		<ul style="list-style-type: none"> • Equipment • Software • Space • Location
G-3a Support of student organizations		<ul style="list-style-type: none"> • People • Time • Space closer to student organizations 	<ul style="list-style-type: none"> • Staffing
G-3b Infusing global issues into the curriculum of the courses (academic and co-curricular) taught by ODOS staff.			
G-3c Forge partnerships with service learning initiatives, colleges and libraries			<ul style="list-style-type: none"> • Lack of incentives to collaborate
G-3d Support and encourage Workforce development			Budget
G-3e Support testing for advance credit placement for courses, especially STEM courses	Staff		<ul style="list-style-type: none"> • Equipment • Software • Space • Location
G-3f Promote scholarship/internship opportunities/service learning			<ul style="list-style-type: none"> • Availability of opportunities • Knowledge of existing

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			opportunities
G-3g Overall support of StateWide Tech			<ul style="list-style-type: none"> • Budget • Staff

Section K: Summary of Impact on New Synergies Metrics and Pertinent Benchmarks
(See Page 19 of New Synergies Plan)

Measures	Launching Tomorrow's Leaders	Discovery with Delivery	Meeting Global Challenges	Common to All
Undergraduate retention and graduation rates				X
Graduate student time to degree				X
Student program examples (academic, co-curricular, health)	X			X
National Survey on Student Engagement (NSSE)	X			
Alumni participation rate				X
Career placement/additional study	X		X	
Rankings/awards (National & International)				X
Professional & personal development programs (faculty/staff)	X			X
Faculty & staff recruitment				X
Synergy examples				X
Engagement examples (P-14, economic impact)	X			
Partnership examples				X
Global presence examples	X		X	X

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Enhanced marketing examples				X
Purdue presence in the media				X
Friends/alumni/retirees involvement				X

Section L: Communication/Publicity and Metric Reporting Plan

Metric or Communication Method	Report or Distribution Date	Audience or Recipient
Increase internal communications	Daily	All ODOS staff members
Enhance and maintain current information on our website	Daily, Weekly, and Monthly	<ul style="list-style-type: none"> • Any person with internet access • Prospective and current students
Utilize the most effective mode of communication (i.e. internet, email, website, E-Sidewalk, television, print media) for general and specific targets	Daily, Weekly, Monthly, Semester, and Annually	All internal and external stakeholders
Increase the visibility of underrepresented student groups used in marketing efforts	Currently	Underrepresented student groups
Presentations and facilitated trainings	Weekly	All internal and external stakeholders
Establish a consistent brand/mark for ODOS	Summer 2009	All internal and external stakeholders