

**2017-2020 Student Involvement Strategic Plan**

Completed To be completed this upcoming year.

Updated June 2018

Strategic Initiative	Initiative Goal	Department Objectives	Program Area Action Steps	Performance Indicator/ Assessment Method	Who is Responsible?	Projected Completion Date	
Initiative 1. Develop and implement a comprehensive assessment strategy.	Goal 1a. Design a framework for implementing an assessment plan for Student Involvement.	Determine learning/programmatic domains as a department.	Using the learning outcomes developed by the division, and the departments foundational documents, we will develop 3 learning outcomes that encompass the divisional efforts as well as can be implemented across the program areas.	3 learning outcomes were developed during the Fall 2017 semester.	Kat Grier, Nick Ames, & Shantel Gassman	December 2017 COMPLETED!	
		Develop a timeline for assessing the learning/programmatic domains.	Once the matrix template is created and complete, we will develop a timeline for assessment delivery.	Questions regarding the outcomes were included into the 2018 Campus Activities Benchmarking Survey, which will set a baseline so we can track progress going forward.			
		Develop tools/methods for tracking domains/outcomes across programs/services.	Develop a comprehensive matrix that maps departments learning outcomes across the program area's events, programs, and services.	Matrix has been created, and fillable document can be found in the Box folder. Matrix maps departmental learning outcomes across events/programs, as well as program area goals/outcomes.			
	Goal 1b. Incorporate assessment results into planning and decision making.	Assess learning outcomes from identified Fall 2018 programs and human capital.	Assess the data, and use evidence based decision making for Spring 2019 and/or Fall 2019 programming and human capital.			Kat, Mike, & Mac	December 2018

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		Determine constituents and stakeholders we should market to.				
	<b>Goal 1c.</b> Integrate assessment results into marketing and communication plans.	Develop marketing and communications plan that integrates assessment data.			Kat, Mike, Suraj	May 2019
		Create a process for collecting and storing relevant data nuggets to incorporate into the marketing and communication pieces.				
<b>Initiative 2.</b> Support students in exploring their identities and engaging with new communities.	<b>Goal 2a.</b> Create and implement programs related to identity education, self-exploration, and intersectionality.	Create a supportive climate for students who are exploring their identity by providing professional development opportunities for our staff and colleagues.	1. Include activities that encourage personal understanding of identity development in fall and spring SI staff trainings. 2. Require staff members to attend one event per semester about an identity they do not share.	Activities were included in the Spring 2018 All Staff Training, however we did not implement any sort of policy that would require staff members to attend an event.	Pat Tetreault, Jan Deeds, Austin Munsch-Hayhurst, JD McCown, & Maggie Fischer	May 2018 PARTIALLY COMPLETED
		Provide educational opportunities/resources for all students.	1. Identify 2016-17 SI programs that offered identity education, self-exploration or intersectionality.	While multiple programs were offered from our LGBTQA+ Resource Center & Gender Programs, it is unsure if specific marketing efforts were made.		
		Be intentional about reaching audiences that will benefit from said programming.	1. Identify populations or identities not reflected in our programming. 2. Determine if other departments are meeting this need, reach out to collaborate or develop an event.	Again, while we collaborated with a variety of partners within Student Affairs and across campus, it is unsure if we were intentional about the populations we sought.		
	<b>Goal 2b.</b> Collaborate with departments and organizations that serve	Work with other departments across campus to help identify their gaps related to marginalized populations			Reshell, Melissa, & Derrick	May 2019

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	marginalized populations.	and investigate how SI's relationships with RSOs and other groups can help close the gap. Work with RSOs to rethink and revamp their events so that they can potentially serve a more diverse audience.				
	<b>Goal 2c.</b> Support and actively participate in university diversity priorities.	Serve on committees and have an active role in conversations, discussions, and processes related to diversity. Work with and support the Diversity Office, once established.			All	May 2019
	<b>Goal 2d.</b> Identify, support, and promote programs related to inclusiveness and civil discourse.					May 2020
<b>Initiative 3.</b> Intentionally design effective programs and services.	<b>Goal 3a.</b> Create a cycle of assessment for each program area.	Identify annual program area goals/priorities that tie to learning outcomes. Identify gaps, needs/wants, current collaborators, potential collaborators, etc. in programming/services. Develop or enhance programs based on desired outcomes.	Develop a comprehensive matrix that maps departments learning outcomes across the program area's events, programs, and services. Develop an assessment planning and reporting form that program areas can fill out for each program, event, service they would like to assess. This document will help each of the program	Matrix has been created, and fillable document can be found in the Box folder. Matrix maps departmental learning outcomes across events/programs, as well as program area goals/outcomes. The Assessment Planning and Reporting Form was created and placed in the Box folder for program areas to utilize. Will need to follow up to ensure people are using it and to help us map our	Kat Kuczaj, Hailey Daehnke, Zac Palmer, & Reshell Ray	May 2018 COMPLETED!

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		Develop methods that effectively and creatively assess identified outcomes. Adapt or create programming based on results/feedback.	areas walk through the assessment cycle to hit all of the identified objectives.	learning outcomes across the departmental matrix.		
	<b>Goal 3b.</b> Implement programs and services that encourage engagement on campus and support student retention.	Show Up, Sign Up, Level Up Campaign.			Veronica & Madhuri	May 2019
	<b>Goal 3c.</b> Utilize expertise outside the department to inform our work.					May 2020
<b>Initiative 4.</b> Develop human capital to achieve excellence.	<b>Goal 4a.</b> Incorporate an annual professional development program for all student staff.	Implement Husker Grow across all SI areas.	Develop format and timeline for all program areas to implement and sustain Husker GROW.	During the Fall 2017 semester, supervisors were asked to complete 2 conversations with their student employees regarding Husker GROW. During Spring 2018, Husker GROW focus groups were held which combined students from across various program areas.	Karen, Mike, & Hailey	May 2018 COMPLETED
		Utilize experienced student staff in professional development activities.				May 2019

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		Develop an annual curriculum for professional development.				
	<b>Goal 4b.</b> Provide professional development opportunities for volunteers and students who regularly use our services.	Work with specific campus partners who can help us provide professional and personal development opportunities to our more active RSOs.	<ol style="list-style-type: none"> <li>Utilize UBT Funding to collaborate with Clifton Strengths Institute and Outdoor Adventures to provide development opportunities for active RSOs and RSO Advisors.</li> <li>Reach out to other departments across campus and work together to create a variety of development opportunities for active RSO members. (ie. Career services, money management center, etc.)</li> </ol>		Melissa, Kat, & Hailey	May 2019
	<b>Goal 4c.</b> Share professional development experiences as an avenue to enhance the Leadership Team.	Identify the professional development needs of the Leadership Team.	<ol style="list-style-type: none"> <li>Identify common skills/knowledge all SI L team need/have by reviewing job descriptions and personal goals shared on end of year evaluations.</li> <li>Leadership team members and graduate assistants identify key competencies related to their areas that all SI L team should know.</li> </ol>		Veronica	May 2019
		Share what we've done, or what we have learned from conferences and/or workshops.	<ol style="list-style-type: none"> <li>Before attending a conference share the program with colleagues and take requests for handouts/info to bring back.</li> <li>Post handouts/summaries from conferences/workshops in a Box folder, and provide a 5 minute report at the first L</li> </ol>			

*Vision: We are the vibrant hub for involvement, connection, and service to the Nebraska community.*

*Mission: Student Involvement provides developmental opportunities for everyone to engage in new experiences and communities. By creating and modeling inclusive environments, we integrate in-class and out-of-class learning to provide valuable programs, services, and events.*

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			<p>team meeting after the conference.</p> <p>3. Invite others to a coffee/lunch discussion about what you learned.</p> <p>4. Read what others post and attend their discussions.</p>			
		<p>Identify development opportunities that are available to the Leadership Team.</p>	<p>1. Invite colleagues to attend workshops or trainings that you are attending or hosting, especially if they reflect one of the common skills identified.</p> <p>2. Send announcements about opportunities for Veronica to include in L team meeting agendas.</p> <p>3. Use some extended L team/GA meetings to discuss info/ideas brought back from conferences or workshops. GA and L Team all attend 8:30 to 9:45 and focus on how the info applies to each area.</p>			
	<p><b>Goal 4d.</b> Cultivate relationships with program participants and those who utilize our services to encourage further participation.</p>					<p>May 2020</p>