The Division of Student Affairs at East Carolina University has through thoughtful reflection and examination, formulated this strategic plan with an emphasis on enhancing student success, learning, and leadership development along with addressing the overall quality of life for all students. Our Strategic Plan must be, and is, a living document that reflects our core values while enabling us, as a division, to adapt to change in a timely and effective manner. The strategic plan outlines Student Affairs’ mission and goals and provides the framework needed to activate that mission and accomplish identified goals. This framework will be reviewed regularly and revised as needs/opportunities emerge. Furthermore, a dashboard system will be utilized to support our ongoing progress in attainment of intended outcomes.

It is acknowledged that ECU’s Student Affairs educators are committed professionals dedicated to developing and maintaining a safe, healthy, inclusive, and rewarding learning community. They are able to accomplish this by providing the best “theory to practice” experiences. In order for us to fulfill our mission, we must remain effective leaders in our respective fields of practice as well as the context of ECU. Effective leadership is epitomized, demonstrated and transmitted to others by working smartly in a mission-driven manner to meet the needs of the university and its stakeholders. It is the creation of a culture of excellence that enables high levels of trust and flexibility in accomplishing our work and making timely and responsive decisions. Developing and sustaining the will to operate beyond expectations is facilitated by a focus on three things: integrating useful knowledge into transparent decision-making processes; sustaining a culture of collaboration; and, becoming more data driven in our pursuit of continuous improvement as well as effectiveness.

This strategic plan for the Division of Student Affairs is a collaborative effort across all departments within the Division. It includes five strategic priorities which provide guidelines for our goals and objectives and will allow us to continue our commitment to cultivating the potential of each student at ECU.
Why Strategic Planning Now?

Student Affairs Educators launched a strategic planning process to mobilize the Division of Student Affairs around the opportunities of focused identity and priorities development as well as challenges such as sustainability and financial austerity. This process intentionally aligned the Division of Student Affairs Strategic Plan with East Carolina University’s Strategic Action Plan and the institutional emphasis on effectiveness, as well as positioned the Division to achieve distinctive contributions to student success. Our strategic planning was, and continues to be, a process of collective leadership and collaboration resulting in an outcomes-focused approach to galvanize the Division’s future work.

The planning process benefits the Division by fostering strategic thinking, learning, and action through collective conversations and focused dialogue. Exposure to each other’s work and aspirations is essential to operationalize “transformative education” and our roles as student affairs educators (Learning Reconsidered, 2004 & 2006). Furthermore, we thoughtfully examined the Division’s strengths and gaps to identify opportunities that clarify our future direction and action. The new Division of Student Affairs Strategic Plan is designed to help us manage effective organizational change and development, enhance decision making, and improve quality.

Factors influencing the criticality and timing of this process:

1. The Academic and Student Affairs 2009-2011 strategic plan cycle has been completed.
2. With the attainment of formal Division status in August 2011, we needed to clearly articulate our identity, priorities, vision, mission, goals, expected outcomes, and measurable results.
3. Due to recent leadership and departmental transitions, further consideration was needed relative to missions, goals, outcomes, and organizational structures.
4. There is an ongoing need for targeted and precise alignment with the University’s Strategic Action Plan.
5. The development of a culture of evidence and improvement is an institutional priority, thus we must clearly articulate the content of and connections between mission, goals, programs/services, outcomes, strategies, and action steps, which is reflected in an integrated and coherent Division assessment plan.
Who We Are
The Division of Student Affairs is comprised of 29 units with 280 employees. Student Affairs actively supports the University's missions of education, research, and service by providing comprehensive programs and services to assist each student in developing intellectually, socially, morally, physically, personally, and culturally. The Division anticipates students' developmental needs throughout their collegiate experiences and promotes students development by fostering a community of learning, which encourages individual student involvement and participation. The Division of Student Affairs provides a broad range of support services, activities, and programs that seek to:

- Enhance the learning environment, facilitate retention, and optimize the student experience.
- Assist students in meeting their basic needs for housing, nutrition, and physical and emotional well-being.
- Assist students in developing respect and appreciation for individual differences, interpersonal civility, and human rights.
- Accommodate the diverse needs of all students.
- Support a community environment that is welcoming, safe, and secure.
- Provide the means for students to become active participants and leaders in their own learning.
- Assist students in developing logical thought processes and sound decision-making skills.
- Assist students in developing an appreciation of the arts.

Moreover, the Division seeks to contribute to the development of the whole individual by fostering in each student a deeper appreciation of the importance of life-long learning, individual responsibility, and human diversity. Through collaboration, the division provides programs and services that are grounded in theory, assessment, and sound practice.

Vision
Student Affairs fosters an environment where all students achieve their academic and personal goals.

Mission
Student Affairs provides programs and services that optimize student learning and leadership, builds a safe, supportive and welcoming campus community, fosters the emotional growth and personal development of students, and makes a positive contribution to the overall student experience.
Values
Student Affairs achieves excellence by adhering to these core values.

*Student Centered*: We remember that students are central to our mission. Through collaborative partnerships and comprehensive programs and services, we cultivate opportunities that promote lifelong learning, academic success, leadership and personal development.

*Integrity*: We maintain open and transparent communication within the division, with students, faculty/staff and other constituents. Integrity is exhibited when our actions are in alignment with our mission and values with honesty, respect, personal responsibility and fairness.

*Service*: We are dedicated to serving students and the University community as we contribute to the mission, goals, and values of the University. We value community and provide opportunities for students to be active and responsible members of the campus and global community.

*Excellence*: We strive to provide high quality, value-added service and educational programs. We distinguish ourselves by staying abreast of current and future issues and trends and maintaining a standard and expectation for quality and excellence in all that we do.

*Respect*: We treat each individual with high regard, appreciation, and courtesy. We honor the contributions of individuals, departments, tradition, theory and practice.

*Inclusion*: We value the uniqueness of people, cultures and perspectives. We encourage diversity by promoting respect and civility, providing accessible programming and services and cultivating a community that is inclusive. This includes a focus on collaboration and partnerships.
Enhance Inclusion and Success for All Students

Rationale/Need:
The Division of Student Affairs will work collaboratively to promote a more integrated approach to student experiences in order to increase the number of students who persist through key academic thresholds. In the development of programs and services, the Division of Student Affairs will promote student excellence through the integration of academic, co-curricular and extra-curricular student living and learning experiences that will positively impact student persistence, completion to early career steps, and diversity and multicultural competence while cultivating an inclusive community.

The three goals of this priority most directly align with the ECU strategic direction, “Education for a New Century.” The goals also align with the Student Affairs mission and the values of: Student Centered, Service, Excellence, Respect and Inclusion.

Goal #1:

- Provide support for and facilitate transformative student experiences that integrate academic learning with student development

Objectives:
1. Develop and implement progressive developmental programming that assists students in transitioning from one academic level to the next, including the early career stage.
2. Develop student learning outcomes for all programs and services
3. Assess students throughout the college experience using a coordinated, comprehensive approach.
4. Provide students with the tools necessary to transition from college as productive citizens in a global society.

Outcomes:
1. Student Affairs educators and Academic Affairs will collaborate in the design of developmental programming aimed at successful student transitioning from freshmen year to graduation and beyond.
2. All students will have access to coordinated experiences (i.e. orientation, leadership, service/engagement opportunities, career steps, graduation, etc.).
3. Provide Student Affairs educators, faculty and staff with assessment instruments that measure effectiveness of programming on student retention and persistence.
Key Performance Indicators:

- Student Affairs generated list of collaborations with Academic Affairs in developmental programming from Orientation to Graduation and beyond.
- The measure of attendance of individual and overall participation in experiences from Orientation through Graduation and early career steps.
- Student Affairs “common data” reports by program
- Annual program plans
- Annual assessment plans

Goal #2:

- Develop opportunities that foster active learning, involvement, engagement, and discovery in a seamless educational environment.

Objectives:

1. Strengthen engagement and participation in learning communities through awareness of the multiple opportunities currently available.
2. Explore and develop learning communities around existing program delivery systems such as mentoring programs, common interest groups/programming, student organizations, etc.
3. Develop new living-learning communities through collaboration between Campus Living and academic units that will establish a framework and process for engagement in learning communities (with an 18 month advance planning model in mind).
4. Strengthen programs and services that have the best potential and/or substantiated results in promoting student success
5. Promote multidimensional learning through significant community engagement, experiential learning, and co-curricular activities while recognizing the unique needs of the students and the community.

Outcomes:

1. As a result of academic, co-curricular and extracurricular programming, students will be able to describe how these programs impact their engagement within a learning community.
2. Students will demonstrate knowledge, through acquisition, integration and application of learning, leadership skills and engagement in campus and community activities.

Key Performance Indicators:

- Student perceptions of their engagement within a learning community.
- Retention data from freshmen seminar

Goal #3:

- Cultivate an inclusive campus culture in undergraduate and graduate education to ensure student access and success.
Objectives:
1. Provide programs that nurture students’ knowledge and understanding of diverse cultures and globalization
2. Pursue opportunities to collaborate with the academic community in areas that will enhance diversity and multicultural competence.
3. Coordinate with committee on thematic programming around holidays/awareness months.
4. Use living learning communities to create experiences that embrace diversity
5. Educate university community on programming that enhances an inclusive campus culture and supports the development of multicultural competence.

Outcomes:
1. Students will have access to events, services, and facilities so they may fully participate.
2. Students will be able to demonstrate that they value the uniqueness of each individual.
3. Students will model civility in their actions and interactions with others.
4. Students will gain an awareness of the impact of power and privilege.
5. Student Affairs will represent the community we serve
6. Students and university community members participating in programming will be able to report/demonstrate desired learning outcomes targeted by the program.

Key Performance Indicators:
- Program-specific Thematic Programming student survey results.

Advance Leadership Development

Rationale/Need:
All aspects of the administration of East Carolina University have embraced the notion of ECU being “The Leadership University” and the Division of Student Affairs is on the forefront of making this idea a reality. Student Affairs has a vested interest in the holistic approach of learning and preparing East Carolina University students to compete in a global society. All the programs and services within the Division are developed with assessment tools, learning outcomes, as well as leadership components which represents the core values of the Division of Student Affairs.

The Advance Leadership Development priority which has three goals is aligned with two of the five ECU’s Strategic Directions: ‘Education for a New Century’ and ‘The Leadership University.’ These goals are also aligned with the Division of Student Affairs Mission in relation to “optimize student learning and leadership” and with the values of: Student Centered, Excellence, and Services. The guiding principle is to expose, involve, and develop students of East Carolina University into leaders that are active and engaged in the 21st Century.
Goal # 1:
- Infuse all aspects of the student experience with diverse opportunities for leadership development in alignment with ECU’s Integrated Leadership Framework.

Objectives:
1. The Division will fully operationalize and assess the Pirate Leadership Certificate process.
2. Introduce the concept of the integrated leadership framework starting with Orientation

Outcomes:
1. Students will be able to create a personal leadership development plan and progress toward individual leadership identity development in a way that is most salient for each individual.
2. Expose: Providing Leadership Discovery programs that infuse all aspects of the student experience i.e., the Leadership Challenge
3. Involve: Offer effective leadership training that align with ECU’s Leadership Framework
4. Model: Students will model leadership behavior and capabilities through opportunities provided for them by ECU
5. Recognize: Students will be recognized and rewarded for their engagement in relevant leadership experiences
   o Leadership Certificate
     ▪ Explore, Apply, Integrate and Carry it Forward
     ▪ Different levels based on development and experiences
   o Leadership Framework at Chancellor’s Executive level
     ▪ Student Recreation Center Leadership Survey (pre and post)
     ▪ Collaboration with College of Health Human & Performance, to be tested Fall 2011

Key Performance Indicators:
- Development of leadership discovery opportunities
- Participation in leadership opportunities
- Market and publish leadership opportunities to the University community.
- Increase number of quality leadership development programs by 5% each year.
- Identify the retention and graduation rate of students involved in leadership development opportunities versus general student population.
  o Work in:
    ▪ Student Government Association training allocations
    ▪ Number of leadership programs, rate of participation and completion rates.
    ▪ Participation in ECU student organizations/Officer positions on local, state, and national levels.
Goal # 2:

- Engender a culture of leadership, service, and civic responsibility directed at building student commitment to positive contributions to our university, community, state, and society.

Objectives:

1. Develop a comprehensive co-curricular and curricular leadership program focusing on all stages of leadership development, including courses, seminars/workshops, internships, student employment, etc.
2. Engage in systematically coordinating engagement/service activities internal and external to the University
3. Develop more opportunities for service learning in an expanded community scope
4. Define servant-leadership and design a program for student leaders, especially Student Government

Outcomes:

1. Increased intentional outreach efforts that are inclusive of all members of the ECU community so that students and their organizations will be aware of new leadership development opportunities and will be able to articulate and participate in those that best meet individual and group needs.
2. Increased engagement of underrepresented students (individuals and groups) in both existing and new leadership development experiences and opportunities (LWCC and VSL emphasis).
3. Enable students to develop the knowledge and impact of leadership and gain personal competence in its application through the University’s academic curricula and co-curricular learning opportunities.
4. Expand the boundaries of understanding of the theory and practice of leadership and service learning through systematic inquiry, research, scholarship, and forms of creative expression.
5. Provide faculty, staff, and administrators with opportunities to increase their understanding of leadership, service and civic responsibility and to become competent in their application.
6. Provide professional and organizational development experiences for students and organizations in the extended community.

Key Performance Indicators:

- Increase the number of students participating in community service and/or service learning courses by 1%-2% per year for the next five years.
- Increase the number of faculty teaching service learning courses by 1%-2% per year for the next five years.
- Increase the number of service learning designated courses by 1%-2% per year for the next five years.
• Implement campus events to display achievements in community service and/or service learning.
• Increase the number of students who lead a service-learning activity
• Number of students, especially underrepresented students, who participate in leadership opportunities

Goal # 3:

• Establish a leadership development curriculum for undergraduate and graduate student employees in the Division of Student Affairs (400+ annually – largest campus employer of students).

Objectives:

• Engage staff in providing student employees with opportunities that enhance their learning, personal and leadership development

Outcomes:

1. Undergraduate student employees will be prepared to translate theoretical and practical leadership skills and experiences to future life and professional situations.
2. Every department in Student Affairs will consistently utilize the same student employee leadership development curricula so that every student employee of Student Affairs who graduates from ECU that will have the leadership skills and knowledge to impact a global society.
3. The student will be able to understand various leadership theories and concepts and demonstrate its applications in their daily interactions.
4. Student Affairs educators and student employee supervisors will be able to understand various leadership theories and concepts and model its applications in their interactions with students.

Key Performance Indicators:

• Require all student employee supervisors to complete annual performance appraisals on each student employee in their area that includes a self-reflecting section that the supervisor and student can discuss in terms of progress and future goals.
• Provide a professional development module that each student can participate online which has a reflective portion. These modules can also help the students relate to different developmental theories.
• Identify the retention and graduation rate of students involved in student employment opportunities in the Division of Student Affairs as compared to the general student population.
• Encourage cross training for student employees within each individual department as well as collaborative training amongst all Student Affairs departments.
Foster Student Development through Innovative Programs and Services

Rationale/Need:
The Division of Student Affairs work collaboratively to foster the development of students by offering innovative, intentional, collaborative and accessible services, programs and resources to meet the needs of all students. This is done from a theoretical premise. It is imperative that we enhance student connections to each other across the campuses by developing a set of common experiences with attention to residential, curricular, co-curricular, student development programming, education, and student success.

The Division of Student Affairs will work collaboratively to efficiently and effectively promote the values within the ECU student creed including common divisional language being utilized to emphasize interpersonal skills and professional skills development for students. As such, we will help develop each student’s ability to locate, evaluate, and communicate knowledge, to make informed decisions, and to recognize the ethical dimensions of decisions. This will be accomplished while demonstrating our values of student-centeredness, respect, inclusion, service, integrity and excellence.

Goal # 1:

- Implement a Student Affairs values program in alignment with Divisional and Institutional values

Objectives:
1. Develop and utilize consistent language when working with students, especially when discussing areas of individual, divisional, and institutional values.
2. Develop opportunities for students to engage in self-reflection
3. Build and reinforce appropriate decision-making skills with students throughout the Division.

Outcomes:
1. Students will be aware of the values of the Division of Student Affairs and ECU.
2. Student Affairs educators will utilize consistent language and logic with students that reinforce proper decision-making skills.
3. Students participating in Student Affairs programs and services will have the opportunity to be develop interpersonal skills, relationships, effective decision-making skills, and engage in self-exploration
4. Development of programs to promote the well-being of self and others, and providing opportunities to enhance the discovery and practice of leadership.

Key Performance Indicators:
The promotion of student excellence through the integration of academic, co-curricular, and extra-curricular student living and learning experiences

- The frequency of exposure of Student Affairs values to students
- The attendance of Student Affairs educators in a common decision-making skills training
- Consistent language in divisional and departmental cross-platform marketing materials
- Attendance in Student Affairs programs related to decision making
- Divisional values of service, excellence, and student-centeredness will be imbedded throughout the programming developed.

Goal #2:

- Develop and Implement Thematic Programs

Objectives:

1. Develop annual thematic programs that reflect the values of the Division of Student Affairs and use the professional expertise of Student Affairs educators.
2. Utilize student generated program ideas to determine thematic topics.
3. Generate evidence based data surrounding current college student issues for program development.
4. Pursue opportunities to collaborate with academics in thematic programs.
5. Center programs around holidays/awareness months etc.
6. Develop a framework and process for an 18 month advance planning model.

Outcomes:

1. Students participating in annual thematic programming will be able to demonstrate the desired learning outcomes targeted by the program.
2. Student Affairs educators collaborate with Academic Affairs partners in Student Affairs thematic programs.
3. Student Affairs educators will integrate Student Affairs values as an educational component in Divisional thematic program development

Key Performance Indicators:

- Program-specific Thematic Programming student survey results
- Student Affairs-generated list of Academic Affairs partnerships in Thematic Programming
- Identified thematic programs will integrate Student Affairs values, as evidenced in the program submission

Goal #3:

- Generate tradition-friendly programs
Objectives:
1. Develop programs to promote students’ sense of school spirit, incorporated from their entrance and throughout their ECU experience.
2. Mentor student organization to sustain school spirit with student generated tradition-friendly programs.

Outcomes:
1. Student Affairs Educators will develop/maintain four tradition-rich programs yearly.
2. Students will report a sense of inclusion as a result of participating in these programs.
3. Students will report a feeling of school spirit after participating in programs.

Key Performance Indicators:
- Planning an implantation schedule of tradition-rich Student Affairs programs.
- Student Affairs sense-of-inclusion/school spirit student survey results

Strengthen Professional and Personal Development

Rationale/Need:
- In today’s environment of increased accountability, Student Affairs must systematically use a variety of contemporary approaches to build and maintain a high-quality workforce. Student Affairs educators need to be supported by a comprehensive approach to professional development that is aligned with the Division’s Vision, Mission, Values, and Goals. In particular, this priority is essential to moving Student Affairs educators’ performance to more concrete, concise, and agreed upon competencies that are expected of professionals who provide, implement, and facilitate programs and services in higher education in general, and student affairs in particular. We distinguish ourselves by staying abreast of current and future issues and trends and maintaining a standard and expectation for quality and excellence in what we do.

Goal #1:
- Develop and implement a comprehensive talent acquisition and professional development program

Objectives:
1. Identify and use staff strengths to develop the requisite skills for individuals and organizational success.
2. Develop and/or maximize programs that support an effective and diverse work environment

Outcomes:
1. Student Affairs will effectively communicate its expectations, traditions, and opportunities to Student Affairs educators.
2. Student Affairs will continue to develop the skills and talents of staff in the Division
3. Student Affairs will make a meaningful commitment to recruit, retain and nurture talent at all levels
4. Student Affairs will identify and utilize staff assets/talents to develop the required competencies for individual and organizational success.
5. Student Affairs will effectively utilize the annual performance evaluation process to encourage and support staff in identifying their professional and relevant personal development goals.

**Key Performance Indicators:**
- 100% of staff complete professional development competencies assessment
- 100% of staff complete annual professional development plans
- Established baseline levels of performance and development and monitor progress through performance evaluation/development plan
- Number of professional development events attended by employees.
- Determine dollar amount spent on professional development per staff member
- Percentage of underrepresented staff who participate in professional development programs

**Goal #2:**
- Maximize processes that support a collaborative and effective work environment

**Objectives:**
1. Provide intentional activities and discussions that engage Student Affairs educators in learning about the Division’s traditions and expectations, as well as the full array of Divisional missions, values, and activities.
2. Identity and utilize staff strengths to develop the requisite skills for individual and organizational success.
3. Create opportunities for Student Affairs educators to expand their understanding of other departments and their professional competencies through cross-training, collaborative projects, and mini-internship opportunities.
4. Operate in accordance with the Council of Academic Standards (CAS)
5. Maximize programs that support an effective and diverse work environment
6. Increase collaborations across the campus community

**Outcomes:**
1. Student Affairs educators will have a common understanding of and be able to articulate Divisional traditions and expectations.
2. Student Affairs educators will have a common understanding of the Division’s vision, mission, values, and goals.
3. Student Affairs educators will demonstrate an increase intra-divisional understanding and an understanding of our role as educators.
4. Student Affairs departments demonstrate improved effectiveness and collaborations within the Division, and across the university.

**Key Performance Indicators:**
- 100% of staff should be able to articulate the mission, values, vision, and goals of the division
- 100% of staff should be able to articulate not only the traditions and expectations of their area but of other areas in the division
- Number of Student Affairs and Academic Affairs collaborations along with dollar amounts spent
- Number of Student Affairs Educators who present at workshops, classes, or conferences and number of times presented
- Number of Student Affairs Educators who teach classes
- Number of Student Affairs Educators who publish papers or articles
- Number of educational grants obtained by Student Affairs Educators
- Number of intra-departmental collaborations across the division and the dollar amounts spent

**Increase and Responsibly Manage Resources for Sustainability**

**Rationale/Need:**
Student learning around sustainability is a relatively new issue for most campuses, as is the case at ECU. The Division of Student Affairs is committed to educating students and others on how to effectively contribute to the development of a sustainable society. This priority also addresses the need to develop leaders who are ready for the global society. Within the scope of this priority it is important to consider initiatives that will help the division and the university to be good stewards of the environment, inclusive of our fiscal, physical, and human resources.

**Goal 1:**
- Promote efforts within the division and university community to reduce our carbon footprint and advance the green movement

**Objectives:**
1. Establish a 360 degree approach in examining sustainability and moving toward the “greening” of campus relative to the Division’s programming, operations, facilities, and community outreach.
2. Establish a cohesive, deliberate, and integrated sustainability co-curriculum for the university community, with specific emphasis on student learning.
3. Promote sustainability and energy management within the Division and University

**Outcomes:**
1. Students and divisional staff will be able to define sustainability.
2. Students and divisional staff will be able to explain how sustainability relates to their lives and their values, and how their actions impact issues of sustainability.
3. As a result of implementing a 360 degree sustainability approach, the Division of Student Affairs will reduce its carbon footprint.

**Key Performance Indicators:**
- Reduction of waste (dining etc.)
- Increased recycling (transit, office paper, etc.)
- Maximized energy efficiency of new and existing buildings/facilities.
- Reduction in the environmental impact of traveling to campus.
- Increased purchasing of Green products
- Evidence of Green planning processes (facilities, operations, programming/services, etc.)

**Goal 2:**

- Demonstrate responsible stewardship of the physical, fiscal, and human resources and related allocations in alignment with the Division’s priorities.

**Objectives:**
1. Improve the fundamental business planning and human resource processes necessary to demonstrate responsible stewardship
2. Demonstrate responsible resource allocations that supports the Division’s priorities and strategic plan
3. Manage fiscal resources efficiently and in compliance with regulations
4. Establish a reasonable cost per student/per event framework
5. Explore innovative ways to use technology to improve delivery of student programs, services, and communication

**Outcomes:**
1. Each Student Affairs unit will have appropriate business plans on file
2. Budget development and financial planning will be focused on intended outcomes, efficient, accessible, and transparent
3. No departmental write-ups from internal audits
4. Participation vs. cost allocation guidelines/standards will be met.
5. Student fee increases will be minimized due to effective allocations and reallocation of resources to align with divisional priorities and salient student issues

**Key Performance Indicators:**
- Individual departments will function within current budget allocations
- Fee funded units will develop and maintain adequate fund balances
- Departments with facility ownership will have a Ten Year Renewal and Replacement Plan
- All business plans will be updated annually by the beginning of the fiscal year
- Budget vs. actual costs for each sponsored event will be reported annually by the beginning of the fiscal year
Goal 3:

- Student Affairs will aggressively seek additional resources to carry out its programs and services.

Objectives:

1. Student Affairs will develop resources through collaborations, gifts, endowments, contracts, grants, and external support.
2. Student Affairs will pursue new funding sources to meet the growing student and staffing demands

Outcomes:

- External funding will increase by $500,000 over three years to carry out the services and programs that support Student Affairs fundamental goals.

Key Performance Indicators

- Increased number of “asks” to potential donors
- Increased collection of dollar to ask ratio
- Diversification of the potential donor list
- More programs and ideas presented for private funding and grant support
- The Division will submit at least three grants in an attempt to increase external funding over three years
- Funding from non-student fee sources