Introduction

Previous Planning
Over the past 20 years the Division of Student Affairs (DSA) at Case Western Reserve University (CWRU) has developed multiple assessment plans, SWOT analyses, and annual reports. Although a document was created in September of 2008 entitled Strategic Planning, it was not the result of a divisional planning process. The last process oriented strategic plan which was located in office archives was from 1992. From 1999 to 2007, CWRU experienced multiple shifts in leadership. With each new administration different institutional philosophies were articulated necessitating ever changing ways to report how programs and services were delivered.

Factors Influencing this Strategic Plan
CWRU is currently experiencing stability at the highest level of leadership. The President and Provost concluded their first five-year strategic planning cycle and launched the second five-year plan in the fall of 2013. In the summer of 2013 the Vice President for Student Affairs for the past twenty-six years retired and a new Vice President, Louis W. Stark began that July. The convergence of these events, combined with foundational readiness of the DSA has set the stage for moving forward in the planning arena.

Anticipated Trends and Initiatives Impacting Planning

- Increase in the undergraduate enrollment will result in increased funding needs for programmatic support services for all students
- Focus on student engagement and retention
- Need for greater sensitivity and training for appropriate service provision throughout the university to new student populations
- Need for additional undergraduate student residential spaces
- Increasing demand for student services and programs
- Increase in human capital to effectively recruit for and support increased demand for services
- Competing needs of classroom versus meeting room spaces for students
- Exterior green recreation spaces are being consumed by new facilities
- Larger athletic team rosters may necessitate Jr. Varsity squads
- Graduate and Professional Student Service demands are being experienced in 11 departments and current UGEN Student Affairs resources do not account for graduate and professional student services
Desired Outcomes of the Planning Process

- Incorporate best practice recommendations regarding: programs and services for the type of institution and student population; organizational structure from the perspective of efficiency and management; how image and visibility might be improved; and, diversity and inclusion efforts.
- Engage a broad base of constituents in the planning process, to include students, faculty, staff, and community members.
- Create a comprehensive planning informs students, staff, and faculty within the DSA and the institution as to divisional impact on the co-curricular student experience at CWRU.
- Develop a model to be used to inform external constituencies of the good work being done between students, faculty, staff, and community members to further the University mission.
- Utilize a bottom to the top approach, which articulates strategic issues identified at the departmental level, connected to the mission, priorities and values of the DSA, and responded to goals and strategies in the university’s newly created strategic plan.
- Formulate a plan informed by data, focused on outcomes, and tracked periodically.
- Use the results of that activity to continuously update the ongoing planning process and inform programmatic, policy and financial decision-making.

Strategic Planning Process Overview

Within his first month as the new Vice President for Student Affairs, Lou Stark proceeded to facilitate a deliberative process that would culminate in a three-year strategic plan. The planning process was divided into multiple phases:

Phase 1: Planning the Plan

The members of the Student Affairs Executive staff, consisting of Vice President Lou Stark, Associate Vice President G. Dean Patterson, Jr., Associate Vice President Donald Kamalsky, Associate Vice President Sue Nickel-Schindewolf and Assistant Vice President Dennis Rupert, spent initial planning time determining how the plan would be developed. The final determination was to build a three-year divisional plan, supporting the University strategic plan, supported by departmental goals, outcomes and strategies.

Fourteen departmental plans were created to support the divisional plan. The departments included the following: Career Center; Center for Civic Engagement and Learning; Educational Services for Students; Greek Life; Housing; Information Technology
Student Affairs Strategic Planning Timeline

- **July 2014** - Mission, Vision, Values Clarification by Executive Staff
- **August 2013** - Student Affairs Leadership Council Meeting on Planning Process Rollout.
- **September 2013** - Departments Develop Program Outcomes Model and identify their Departmental Planning Groups.
- **October 2013** – Strengths, Weaknesses, Opportunities & Challenges (SWOC) Analysis guidelines & Program Outcomes Models distributed to constituents for SWOC completion.
- **November 2013** – SWOC Analysis results compiled by departments and critical issues identification process facilitated.
- **December 2013** – External Review Team to meet with campus community on programs and services, organizational structure, and image and visibility. Report due January 31.
- **January 2014** - Executive Staff sets Strategic Direction for Divisional Plan.
- **February – April 2014** - Departments draft Goals, Outcomes & Strategies based off critical issues identified in SWOC analysis and Strategic Direction set by Executive Team.
- **March 2014** – Divisional Strategic Planning Leadership Retreat.
- **May 2014** – Division-wide staff retreat reporting on and providing strategic plan feedback.
- **July 2014** – Reorganized Student Affairs division in line with recommendations from external review. Commenced tracking departmental strategic plans.

Phase 2: Divisional Deliberation

This phase consisted of four separate activities, resulting in planning documents which support the final plan results. The goal was to demonstrate that our activities should be outcome-based and connected to strategic issues.

1. **Mission and Priorities Refinement** – The Executive Staff reviewed institutional and divisional values to recreate the division’s mission statement. The process resulted in a new vision and refined mission statement with articulated priorities.
2. **Program Outcomes Model** - All departments created their model to relate particular programs / services to the results they produce in the following components:
Inputs are the resources and materials the department uses to produce results.

Activities are programs and services delivered to the target population.

Outputs are typically defined as the tangible results of the program or process, and are usually described quantitatively, such as numbers or demographics.

Outcomes are the impact on those people or conditions the organization desires to improve, and are a bit more difficult to quantity.

3. **SWOC Analysis** – Each department was trained on and facilitated a SWOC Analysis, which is one process used to condense the perceptions, ideas, and insights as to the Departments strengths and weaknesses, as well as the opportunities and challenges presented the organization by its external environment. Particular attention was directed to the following areas (Exhibit B):

- Programs and Services
- Management and Staff
- Funding and Fundraising
- Image and Visibility
- Facilities and Space

4. **Critical Issues to Goals, Outcomes and Strategies** – Through a series of clarification exercises, departments transformed the summary of SWOC analysis results into a critical issues list. The issues identified are the framework for the departmental three-year goals. When converting critical issues to goals, departments considered the following:

- Not all of the issues will be able to be addressed simultaneously.
- Priority ranking among the issues needed to be established.
- In setting the priorities, the following were key considerations taken into account:
  - Centrality to department’s mission and vision
  - Extent to which impacts/demonstrates fundamental (core) values
  - Pervasiveness in terms of impact on range of divisional goals
  - Urgency in terms of both time and impact
  - Cost of addressing
  - Public visibility value (students, faculty, staff, administration, etc.)
  - Extent to which additional information is required
  - Extent to which other departments are addressing the issue
Phase 3: External Review Process

As part of the yearlong strategic planning process implemented by the Vice President for Student Affairs, a review team visited Case Western Reserve University from Sunday, December 1 to Tuesday, December 3, 2013. The external review team consisted of the following:

- Greg Boardman, Vice Provost for Student Affairs, Stanford University
- Ajay Nair, Senior Vice President and Dean of Campus Life, Emory University
- Patricia Telles-Irvin, Vice President for Student Affairs, Northwestern University

The review team was tasked to focus on the following areas:

1. Programs and Services (fit and structure for type of institution and student population)
2. Organizational Structure (from an efficiency and management/staffing perspective)
3. Image and Visibility (what can be done to improve it)
4. Diversity and Inclusion (efforts to address issues of diversity and inclusion, retention, and student impact)

The team engaged with students, faculty, staff, and administration. Prior to their arrival, they reviewed documents that were sent to them, as well as materials available on the university's website. The team’s observations and recommendations were offered in a final report based on best practices in the field of student affairs. Recommendations in their report played an important role in the reorganization of the division in July 2014 and highly influenced the outcome of the strategic plan.

Phase 4: Planning Process Deliverables

As a result of ongoing meetings and training sessions, multiple process deliverables were established:

1. Creation of a divisional vision statement
2. Update of divisional mission statement and priorities
3. Establishment of divisional three-year strategic goals and outcomes by the Vice President for Student Affairs
4. Identification of departmental three goals, outcomes and strategies per year for three years
5. Selection of a foundational framework for learning and development outcomes
6. Reorganization of divisional reporting structure
Vision, Mission and Strategic Goals and Outcomes

Vision
It is the vision of the Division of Student Affairs at Case Western Reserve University to be a top Student Affairs division in both the AAU and the University Athletic Association, and to create programs which are cutting edge and will be models for other universities.

Mission
To actively seek out, engage and serve students with quality developmental, intentional and comprehensive experiential learning opportunities in a diverse, inclusive and vibrant university community.

Our priorities are to develop

- Mindful community members
- Ethical leaders
- Well-rounded, flourishing students

Foundations of Learning and Development Outcomes
The Division of Student Affairs will be assessing our strategic goals based on foundational domains from the Council for the Advancement of Standards in Higher Education (CAS) and the Association of American Colleges and Universities (AAC&U). These domains will demonstrate how student affairs programs and services support students’ academic endeavors and broader learning opportunities. The following are the CAS learning domains:

- Knowledge acquisition, construction, integration and application
- Cognitive complexity
- Intrapersonal development
- Interpersonal competence
- Humanitarianism and civic engagement
- Practical competence
DIVISIONAL STRATEGIC GOALS

DIVISIONAL STRATEGIC GOAL I

Develop new and innovative programs and services which will effectively form collaborations to enhance the academic experience for students and our retention efforts.

OUTCOMES

A. Enhance services and programs in residential units to focus on academic support, experiential learning, etc, and to be more deliberate in bringing these services and programs to students.
B. Review and enhance the second year Experience program to collaborate with Undergraduate Studies, Career Services and International Affairs to increase focus on the second year experience and the complexities that students face during that year.
C. Explore with the Academic Deans a faculty mentoring program to be implemented in the residential units. Such mentoring should complement the work of academic advisors, graduate, and professional staff.

DIVISIONAL STRATEGIC GOAL II

Continue to develop new and innovative programs that both develop a greater sense of community and enhanced CWRU pride. Market these programs and areas effectively.

OUTCOMES

A. Work with the different student governments, clubs, and organizations to focus on collaborative programming efforts. Pool resources to develop some new programs which focus on community development, tradition and school spirit.
B. Develop innovative programs that support CWRU athletics and enhance student pride on campus. Coordinate efforts between Residence Life, Student Activities and Leadership and Athletics to have student and alumni events around athletic contests.
C. Collaborate with appropriate offices to develop a common calendar for students with university events. Better utilize My Experience.
DIVISIONAL STRATEGIC GOAL III

Enhance and enrich programs and services which support the university goals of supporting diversity and inclusion. Create programs for all students which foster civility, respect, and understanding.

OUTCOMES

A. Work and support the new leadership in Multicultural Affairs to redesign programs and services to support the increasing diverse student population at CWRU. Work to develop programs which are engaging and interactive. Develop additional funding streams.

B. Through collaboration with First Year Programs, increase and expand our First Year Mentoring Program to include all new students of color. Develop a funding stream to support these efforts.

C. Through collaboration with the Office of Inclusion, Diversity and Equal Opportunity, roll out the new program Sustained Dialogue. Develop the program using the national 5-year model. These innovative programs will reach many of our students over this time.

D. Work with all divisional offices and departments to address the increase and needs of a more diverse student population.

E. Enhance collaborative efforts with the LGBT Center to enhance services and programs for our LGBT students.

F. Enhance collaborative efforts with the Women’s Center to enhance services and programs for our students.

G. Collaborate with International Affairs to develop ongoing programs for international students that aid in their adjustment, address language skills and help them to develop and grow in a different culture.
DIVISIONAL STRATEGIC GOAL IV

Develop cutting edge experiential leadership and service opportunities for all CWRU students with the goal being to “develop true global, ethical leaders who will thrive in a multicultural world.”

OUTCOMES

A. Form a task force with members from Student Activities and Leadership, Center for Civic Engagement and Learning, Multicultural Affairs, Greek Life, Residence Life, International Affairs and Inamori Center for Ethics and Excellence to review all divisional leadership programs and efforts to determine if they meet these expectations. Be willing to consolidate programs and efforts and determine budgetary needs.
B. Explore a Leadership Institute with Weatherhead and raise appropriate funds to support this initiative.
C. Review funding streams for CCEL and how to support the increased needs of service to others.
D. Group wraparound and precollege grant programs together so they are working effectively to create enhanced opportunities for participants and the greater Cleveland community.

DIVISIONAL STRATEGIC GOAL V

Enhance graduate and professional student opportunities.

OUTCOMES

A. Create events with the leadership of GSS and GPC which create a greater sense of community between the two groups.
B. Address out of class needs of graduate/professional students by coordinating efforts of the colleges and schools with Student Affairs.
C. Review with students, graduate student governance and make appropriate changes.
DIVISIONAL STRATEGIC GOAL VI

Develop a Student Affairs facilities plan. Pay particular attention to environments and needs for living space, student storage, recreational and athletic, study lounges and meeting spaces.

OUTCOMES

A. Collect current data from students and staff on facilities satisfaction and needs through facility walk-throughs, surveys and focus groups.
B. Share data and collaborate with department staff, facilities services and campus planning to prioritize needs and address funding sources to address deficiencies in an organized fashion.

DIVISIONAL STRATEGIC GOAL VII

Create more collaboration between service areas such as Health, Counseling and Educational Services for Students to facilitate the mind and body connection.

OUTCOMES

A. Evaluate programs and services to discover current and potential collaborative efforts between departments, investigate financial impacts and implement changes which support a holistic approach to mind and body healthy practices.
B. Identify opportunities for combined programs and services, pilot new collaborative approaches and evaluate impact for further implementation and improvement.

DIVISIONAL STRATEGIC GOAL VIII

Explore and implement an office of Religious and Spiritual Life which brings all chaplains together with a university representative to work together on faith life for campus.

OUTCOMES

A. Convene a working group for religious and spiritual life on campus comprised of students, faculty and staff to explore options, identify resource needs and recommend a course of action.
B. Build awareness of interfaith opportunities on and near campus.
DEPARTMENTAL STRATEGIC GOALS

Physical Education & Athletics

2014 – 2015
1. We will establish a sense of pride among faculty, staff, students, and alumni.
2. We will overcome the obstacle of inadequate space in our indoor and outdoor facilities.
3. We will assess current responsibilities and how they serve the department.

2015 – 2016
1. We will strategically expand our program offerings to better serve students.
2. We will strategically expand our staff to remain competitive in all areas.
3. We will explore partnerships and funding opportunities to become more financially sustainable.

2016 – 2017
1. We will renovate current spaces or build new ones to more accurately serve the needs of our students.
2. We will actively engage the Cleveland community to establish a more broad brand recognition in Northeast Ohio.
3. We will focus on sustainable revenue generating programs that don't conflict with our mission.
Residence Life & Services

2014 – 2015
1. With UGS, create programs and services that increase academic support for SYE and UCE residents.

2. Create opportunities for meaningful student leadership in the work of our department.

3. Create structured staff activities to re-envision our programs and services from the perspectives of diverse groups of students and make changes accordingly.

2015 – 2016
1. Map the nature, purpose, timing and efficacy of collaborative partnerships.

2. Evaluate the departmental structure for integrated responsibilities, increased lines of communication, and maximizing resources.

3. Collect student feedback to evaluate the physical condition of the residence halls to develop a long-term plan for improvements and enhancements.

2016 – 2017
1. Complete an internal audit of spending patterns and implement recommendations for deliberate refocusing of resources.

2. Complete or schedule completion of recommendations from 2015-2016 goal audits.

3. Develop initiatives that foster smooth transitions and coherence between Undergraduate Model Experiences (FYE, SYE, UCE).
Office of Greek Life

2014 – 2015
1. Learn how to assess our community to best tell our story
2. Learn how to infuse the tenants of Culture of Care into the foundation of the Greek identity
3. Learn how to educate student/staff teachers to utilize the Greek Experience Model to influence learning

2015 – 2016
1. Learn how to create a holistic approach to intellectual development to foster well-rounded flourishing students
2. Learn how to cultivate alumni relationships to raise $1,000,000 endowment
3. Learn how to be effective fundraisers to help the community raise $500,000/year for philanthropic organizations

2016 – 2017
1. Learn how to create a culture of recognition so that everyone/everything can tell their story
2. Learn how to develop members to foster lifelong engagement in Greek Life
3. Learn how to educate the community on social justice to enable its members to address issues through the lens of fairness and equality
Student Activities & Leadership

2014 – 2015
1. Develop a comprehensive listing of leadership learning opportunities available to students; identify which needs are currently not being met.

2. In multiple forms, ask the students and gauge perceptions of their sense of ‘what is school spirit?’

3. Critically examine the engagement interests/needs of graduate students.

2015 – 2016
1. Create a collaborative approach to leadership development and celebration for student leaders. Recommend a model which capitalizes on best practices.

2. Based on survey information, articulate ways that student exhibit or define school spirit. Intentionally engage faculty and staff in these initiatives.

3. Fill in the gaps; create programs and services to directly meet the needs as well as empower graduate student organizations to do the same.

2016 – 2017
1. Introduce and promote a divisional model of leadership with very specific outcomes.

2. Tell the story effectively, serve as a resource across the campus in sharing what we learned on how our students experience school spirit.

3. Actively remove roadblocks for successful integration of graduate and undergraduate student engagement.
Office of Multicultural Affairs

2014 – 2015
1. Renovate the OMA facilities to become multifunctional, accessible, and inviting to the campus community.

2. Assess and restructure staff roles.

3. Develop strategies to better understand the needs of students.

2015 – 2016
1. Identify outside funding stream opportunities to benefit the students and initiatives supported by OMA.

2. Establish a brand identity.

3. Develop sustained collaborative opportunities that connect students of color to high impact experiential activities.

2016 – 2017
1. Produce a three year budget plan for the office.

2. Create an ongoing professional development framework for all OMA staff.

3. Craft learning outcomes for each of our signature programs and initiatives.
Center for Civic Engagement & Learning

2014 – 2015
1. Enhance leadership opportunities by creating a “leadership lattice” to engage students in a variety of roles within CCEL.
2. Explore opportunities to effectively engage graduate students through CCEL opportunities.
3. Maximize opportunities of our new location to increase awareness of CCEL and engagement in our programs.

2015 – 2016
1. Strengthen instruments and protocol to consistently and efficiently measure and evaluate CCEL’s impact on students and the community.
2. Manage transportation services to ensure effective and efficient utilization of CCEL vans and resources.
3. Explore improvements to the CCEL website tools and social media presence to provide information and awareness of community-based activities.

2016 – 2017
1. Identify and pursue short-term and long-term potential funding sources to secure support for CCEL’s priorities.
2. Celebrate CCEL accomplishments and share the impact of our work with internal and external stakeholders.
3. Expand community-based capstone opportunities and promotion of academic service-learning support for faculty.
Thwing Center Administration

2014 – 2015
1. Evaluate and determine how Thwing Center will engage the University community in conjunction with the new University Center.

2. Create intentional connections to the University Center to facilitate traffic flow between both facilities.

3. Facilitate a rebranding process for Thwing Center to increase student use, ownership and campus pride.

2015 – 2016
1. Repurpose meeting rooms, halls and / or open spaces to encourage student ownership and school spirit.

2. Develop a plan for furniture, finishes & equipment improvements for Thwing Center.

3. Create a revenue generation plan which compliments the efforts of the University Center and supports Thwing operations.

2016 – 2017
1. Assess new program demands in the facility and provide staffing patterns to assure student, tenant and visitor satisfaction.

2. Establish a long-term capital improvement plan in conjunction with Campus Planning & Facilities Management.

3. Create a multifaceted marketing plan in conjunction with campus constituents which increases facility usage and community pride.
Office of Student Conduct & Community Standards

2014 – 2015
1. Resolution of all conduct matters in a reasonable time frame.
2. Creation of resource materials that highlight office services and build community presence.
3. Development of the office team

2015 – 2016
1. Development of a comprehensive training plan for all faculty, staff and students involved in the Student Conduct Process.
2. Development of positive and lasting relationships across the University.
3. Understanding of available data, and development of an assessment plan.

2016 – 2017
1. Systematically review the UOSC&CS Organization.
2. Development of lasting and strategic relationships with key partners (UGS, FSMWC, CWRU PD, GL, RL, & Athletics).
3. Assessment of the impact of the student conduct process on student behavior.
University Counseling Services

2014 – 2015

1. Improve facilities and space - Obtain contiguous space in Sears Library Building to provide staff and students with sufficient space to conduct direct & outreach services & groups.

2. Revamp our UCS marketing and media to strengthen our image and assist in improving access to counseling & psychotherapy care on our campus.

3. Enhance and strengthen the UCS Training Program through collaborations with the Departments of Psychiatry, Psychology and Social Work; a grant from the American Psychological Association and through new alliances with the Cleveland Clinic and University Hospitals.

2015 – 2016

1. Improve staffing in key areas: additional psychiatry time, hire a new department assistant to oversee the UCS training program (as required by APA).

2. Create and fund new UCS satellite offices through collaborations with the department of Psychology, Cleveland Institute of Art, Cleveland Institute of Music, Kent State College of Podiatric Medicine and the Cleveland Clinic and to seek grants, gifts and donations along with improved funding from the student health fee.

3. Implement new UCS Care Model to balance the clinical needs of an expanding student body with our allotted resources.

2016 – 2017

1. Gain accreditation from the American Psychological Association for our predoctoral internship.

2. Promote Positive Psychology Principles and Health Promotion activities across all aspects of our university community through new collaborations (& grants) w/ the Student Government; College of Arts & Sciences; Human Resources/Wellness; and graduate school programs, e.g., Nursing, Public Health and Psychology.

3. Strengthen and expand our Campus and Community Alliance to provide greater student access to free or low cost mental healthcare, e.g., Free Clinic; VA; 12 Step Programs (AA, NA, ACOA); and Non-profit organizations (NAMI, PFLAG, Autism, etc.).
University Health Service

2014 – 2015
1. Initiate strategies that enhance systematic coordination of student care and services (both internal and external to the Health Service) to improve student outcomes.

2. Create effective multidisciplinary teams focused on managing complex, high risk or high frequency issues.

3. Build strategies to enhance campus capacity to prevent, mitigate, respond to and recover from public health emergencies.

2015 – 2016
1. Create network of outreach strategies for students in need who are non-utilizers of services.

2. Optimize teams for quality outputs & outcomes that are measurable, reliable, reportable, meaningful and sustainable.

3. Target campus sexual violence prevention through education and engagement of stakeholders at CWRU.

2016 – 2017
1. Consolidate strategies that coordinate effective student care & services and make system changes to sustain these.


3. Lead best practice strategies that enhance campus capacity to prevent, mitigate, respond to and recover from public health emergencies.
Educational Services for Students

2014 – 2015

1. As a result of new and updated targeted marketing initiatives, undergraduates, graduate, and professional students will maintain or increase participation in ESS programs and services as well as faculty and staff will increase their requests for ESS collaboration and ESS-led programs.

2. As a result of ESS enhancing and sustaining current collaborative efforts and creating new efforts, undergraduate, graduate, and professional students will self-report that they engaged in ESS programs and services to reinforce their academic experience both in and outside of the classroom.

3. As a result of ESS outreach efforts and participation in programs and services, undergraduate, graduate, and professional students will self-report an increase in their awareness and knowledge of the ESS professional staff, programs, and services; improve their ability to self-advocate; and develop or strengthen learning and study skills necessary for academic success.

2015 – 2016

1. As a result of new and updated targeted marketing initiatives, undergraduates, graduate, and professional students will maintain or increase participation in ESS programs and services as well as faculty and staff will increase their requests for ESS collaboration and ESS-led programs.

2. As a result of ESS enhancing and sustaining current collaborative efforts and creating new efforts, undergraduate, graduate, and professional students will self-report that they engaged in ESS programs and services to reinforce their academic experience both in and outside of the classroom.

3. As a result of ESS outreach efforts and participation in programs and services, undergraduate, graduate, and professional students will self-report an increase in their awareness and knowledge of the ESS professional staff, programs, and services; improve their ability to self-advocate; and develop or strengthen learning and study skills necessary for academic success.
2016 – 2017

1. As a result of new and updated targeted marketing initiatives, undergraduates, graduate, and professional students will maintain or increase participation in ESS programs and services as well as faculty and staff will increase their requests for ESS collaboration and ESS-led programs.

2. As a result of ESS enhancing and sustaining current collaborative efforts and creating new efforts, undergraduate, graduate, and professional students will self-report that they engaged in ESS programs and services to reinforce their academic experience both in and outside of the classroom.

3. As a result of ESS outreach efforts and participation in programs and services, undergraduate, graduate, and professional students will self-report an increase in their awareness and knowledge of the ESS professional staff, programs, and services; improve their ability to self-advocate; and develop or strengthen learning and study skills necessary for academic success.
IT Operations Group

2014 – 2015
1. Overcome accessibility issues related to our office location.
2. Develop a plan to provide additional marketing services (print, electronic, social).
3. Get a handle on all divisional software and hardware spending.

2015 – 2016
1. Develop a comprehensive recruiting and training program for student employees.
2. Provide transparency by clearly documenting processes, procedures, and rationales.
3. Increase meaningful personal interactions with end users.

2016 – 2017
1. Create an awareness campaign about services provided for departments and staff.
2. Perform an assessment of services and staffing for maximum effectiveness.
3. Develop a strategy for professional development where opportunities are most often geared toward corporations.
TRiO Upward Bound Program

2014 – 2015
1. Create and implement departmental plan to provide community wrap-a-round services with other CWRU departments within one year.

2. Provide additional opportunities to staff for professional development by at least 10% each year.

3. Increase the number of web-based tutorials available for student participants by 10% within one year.

2015 – 2016
1. Retain student participants in UB by no less than 30% each year.

2. Create and participate in 20% more annual community programs at CWRU within one year.

3. Assist student participants to increase individual grade point averages by .5 each academic year.

2016 – 2017
1. Develop proposals for two additional TRiO grants within one year.

2. Increase the number of college-going student participants by 10% each year.

3. Develop annual report noting departmental milestones, quantitative and qualitative program data within one year.
National Youth Sports Program

2014 – 2015
1. Engage senior leadership in strategies to assure the continued success of NYSP.
2. Develop long-term funding plans to sustain the program into the future.
3. Expand the administrative structure of the program to provide continuity and support expanding outreach activities.

2015 – 2016
1. Explore the feasibility of sustaining an extended year program.
2. Promote the City of Cleveland's funding commitments as a fund-raising incentive to other funders.
3. Increase the compensation pool for non-CWRU affiliated staff to retain talent.

2016 – 2017
1. Create a multi-faceted marketing plan to maximize program participation, community visibility and funding potential.
2. Develop the capacity to provide the highest quality and volume to meet the daily nutritional needs of participants.
3. Improve staff retention efforts to reduce annual recruitment needs.
Career Center

2014 – 2015
1. Build an improved portfolio of companies recruiting CWRU students from the following areas of focus: BME, WSOM, CAS, & international students.

2. Educate students & alumni on career exploration, decision-making, & implementation.

3. Develop an integrated marketing & communications plan that portrays us to be a comprehensive, highly-functional, & progressive leading practice in university career services.

2015 – 2016
1. Grow portfolio of companies recruiting CWRU students for opportunities outside of Ohio; target cities include NYC, Boston, Chicago, LA & SF.

2. Continue to customize career services for both students & alumni to meet changing university priorities & enrollment trends.

3. Develop & extend services focused on student & alumni entrepreneurship & innovation.

2016 – 2017
1. Enhance professional profile of recruitment services arm of Career Center, both internally & externally.

2. Create greater momentum & incentives for collaboration with strategic campus partners.

3. Champion & support experiential learning as a distinguishable feature of the CWRU experience.