

## Cultivating an Enriched Campus Community

**The Goal:** Create and support a dynamic inclusive campus community that provides high-quality, student-centered out-of-class learning experiences to prepare students for academic success, democratic citizenship, life in a global society, and a life-long affinity with Illinois Wesleyan University.

**Strategy A: Enhance experiences that prepare students for democratic citizenship, life in a global society, and the professional world.**

A1 - Initiative: Students will develop strong **leadership skills** through progressive leadership programs (class-year based), identity-based (gender, race/ethnicity, LGBT), and advocacy-center leadership programs, including peer mentoring and peer education.

Outcome: Titan Leadership Program and First Year Leadership Institute program graduates will be tracked for program outcomes measures. A women's leadership program will be piloted and assessed. Mortar Board will assist with developing a Senior Leadership Institute. Student Senate will continue to enhance the RSO leadership workshop. Assessment of peer education/mentoring programs (RAs, Titan Orientation leaders, SOCA, Multi-Faith ambassadors) for leadership development will be conducted, recommendations reviewed and implementation supported, when possible.

A2 - Initiative: Students will understand **social justice concerns** and be able to apply social justice concepts to their academic and leadership experiences. The Diversity section outlines specific strategies fully reinforced by this goal as well.

A3 - Initiative: Students will connect **vocation, social justice, and inter-faith initiatives** through leadership and service experiences.

Outcome: The Chaplain's office will pilot, develop, implement and evaluate Fall and Spring Break trips incorporating inter-faith exploration, service, and social justice.

A4 - Initiative: Students will experience a robust, fully-integrated **Center for Engaged Citizenship** that emphasizes collaboration regarding community service, service-learning, human rights and social justice.

Outcome: Create a system for collecting service and service-learning hours for students. Maintain annual Presidential Community Service Honor Role recognition. Increase student service hours per-capita.

A5 - Initiative: Students will gain valuable professional and leadership experiences through campus-based **student employment**. Campus work positions will emphasize learning work-related knowledge, professionalism, and employability skills.

Outcome: Student employment position descriptions will reflect outcomes-based goals, training, and method for evaluation. Supervisors will be trained and supported about how to supervise student employees for high quality learning.

A6 - Initiative: Students will **connect with alumni through shared career interests and opportunities**. Programs might include mentoring experiences, job shadowing, internships, informational interviews, etc. Students may be asked to introduce alumni speakers or award recipients. Alumni might be asked to take a greater role in welcoming new students, participating in annual theme discussions, etc.

A7 - Initiative: Students will understand the **changing nature of the world of work** and will demonstrate successful job-search and graduate school search skills required to be successful in their area of interest.

Outcomes: Graduate survey will provide data that indicate strengths in this area?

A8 - Initiative: Students will continue to maximize **study abroad opportunities** to enhance global understanding. Specifically, funding opportunities will be explored to ensure that socio-economic status is not a deterrent to off-campus study.

A9 - Initiative: Students and prospective students will experience a **summer intellectual community focused on leadership, scholarship and service**. Programs might include expanded summer conferences, collaboration between Eckley Scholars/SEP/ARC, a summer post-baccalaureate fellowship preparation program, and other summer experiences.

**Strategy B: Support Student Transitions and Academic Decisions throughout College.** Enhance the undergraduate experience by bringing together academic and co-curricular experiences that address new student orientation, transitions, and the ongoing advisement of students in all spheres of their growth and development.

B1 - Initiative: Students will experience **mentoring and learning through academic advising** that emphasizes the whole student experience and choices related to courses, majors, and professional and graduate preparation beyond Illinois Wesleyan. Faculty will recognize advising as teaching, not simply schedule planning. Programs might include faculty development, career services integration and staffing model.

B2 - Initiative: Students pursuing **pre-professional programs** will experience a clear path to success through support programs, advising, career-related advising and graduate/professional school preparation, alumni mentoring and panel discussions, and preparation for their program of choice.

B3 - Initiative: High achieving students will be identified, mentored, and guided through the prestigious post-baccalaureate fellowships and scholarship processes.

Outcome: A minimum of 3 distinguished fellowship recipients annually.

B4 - Initiative: **First Year and Transfer Students** will experience a smooth transition to IWU that begins with summer communication plans, continues with Turning Titan orientation, and extends to the first year residence halls and Gateways.

Outcome: A clearly delineated intentional communication plan will be structured and managed for maximum effect. Programs will be assessed for alignment between learning outcomes and the student experience. The connection between Gateways and first year advising will be assessed and recommendations implemented for strengthening or revising the experiences.

B5 - Initiative: **International students and MALANA students** will experience a successful transition to IWU.

B6 - Initiative: **First generation students** will receive transition support that leads to retention and graduation rates comparable with non-first generation students.

Outcome: Define first generation for IWU (parents have no college, no degree, or self-identified). Identify first generation students to academic advisors and support structures. Explore pre-orientation possibility to support first generation students.

**Strategy C: Maximize retention of all students by understanding the campus experience, the decision to leave the University, and improving the identified areas of concern.** Goal is to maintain a freshman-to-sophomore retention rate of over 92%.

C1 - Initiative: Develop, maintain and review a consistent **study of campus retention** (MALANA and FY-sophomore) for trends and actionable responses. \*\*Reinforce the Diversity work group.

Outcome: Review existing processes to determine if we have all the information we would need to assess fully (exit forms, etc). Review retention rates by race to determine areas for improvement.

C2 - Initiative: **Students will experience a high-quality academic and social experience consistent with their recruitment process promises.** Returning students will receive information regularly about new initiatives, University successes and campus opportunities to reinforce the value of the IWU education.

Outcomes: An external consultant will conduct a review of the University's promise to prospective students to ensure that we are maximizing promotion of strengths and minimizing inaccuracies.

C3 - Initiative: **Students with disabilities** and/or the need for executive functioning support will receive appropriate services, supports or referrals.

C4 - Initiative: **Undeclared students** will be supported in their decision-making and will be guided by advisors and mentors as they make academic decisions.

C6 – Initiative: **Out-of-state students** will be retained at the same or higher level as in-state students.

Outcome: Assuming our out-of-state student population will continue to grow, the academic calendar (break schedules), residential policies (arrivals, departures, storage, transportation, etc), and activities programming (break weekend activities) will be explored to maximize a positive experience for out-of-state students.

C5 - Initiative: Students will develop a sense of **academic affinity and support** in programs that demonstrate high attrition, by developing a supportive climate (through RSOs, convocations, outreach) and appropriate support mechanisms (supplemental instruction, tutoring, advising). Students will experience high academic standards supported by clear supports and paths to success.

C6 - Initiative: Students will learn **financial literacy skills** around financial aid and personal financial management. Because we know that many students cite financial concerns as a reason for leaving, we hope that financial literacy will assist them in making quality decisions about education and finance.

Outcome: Establish a departmental leader and support mechanism for this program development. Identify learning outcomes and/or a four-year learning curriculum. Develop an implementation plan including participation incentives.

**Strategy D: Develop and maintain a dynamic inclusive campus community.** Enhance and maintain a campus community deeply committed to Illinois Wesleyan through high quality communication, affinity groups, campus spirit, and historical sense of place and tradition. These connections include both the local campus community and the broader alumni community.

D1 - Initiative: Students will experience an **engaging residence life** program that will enhance their learning experience and encourage lifelong affinity with IWU. Specific activities include: reviewing the campus residency requirement (considering a 3-year residency requirement), developing a residence hall renovation master plan, and exploring strong affinity/living-learning/theme housing experiences.

Outcome: Task force will review residency requirement and present recommendations by January, 2015. Recommendations will be considered and adopted by May, 2015. If adopted, requirement would begin implementation in Fall, 2016 FY class. Residence hall renovation master plan will be drafted by May, 2015. Living-learning programs will be explored as part of the residency requirement opportunities and an implementation plan would be developed by May, 2015 with implementation beginning in Spring, 2016. Learning outcomes development would be part of the proposal for theme programs.

D2 - Initiative: Students will explore a coordinated intellectual theme annually that permeates campus dialogue through collaborative programming and contributes to a **strong intellectually vibrant community**. Programming includes first year reading, speakers, symposia, and other out-of-class learning opportunities.

Outcomes: A formalized process will be established to maximize inclusion, visibility, and synthesis of theme. Students will be able to identify the theme each year and to connect with at least one related activity. Recognition of outstanding, new, collaborative theme-related programming is implemented.

D3 - Initiative: Students will have shared experiences that engage **tradition and historical connection** to Illinois Wesleyan. Possible activities would include tradition tours, the development of new traditions/revisiting of old traditions, spirit days, ghost walk, service day, etc.

D4 - Initiative: Students will understand and value the **contribution of alumni** in supporting their college experiences. Seniors will develop a sense of their role as young alumni. The Alumni Office will be more visible to students. (Examples include Thank-A-Giver Day, benefactors dinner, etc.)

Outcomes: Seniors will contribute to the senior class gift at 60% giving. First year alumni will give at 15%. Young alumni will participate in homecoming and regional events at a higher level. Faculty, staff and administrators will be involved in Thank-A-Giver day to assist with teaching students the value of alumni and friend contributions.

D5 - Initiative: Students will connect with IWU, events, opportunities and people through the use of current **social media technologies** (Twitter, Facebook, LinkedIn, Titan Career Link, TitanPride) that assist with maintaining connections, influencing culture, and providing quality services.

Outcome: Offices will be asked to report information about the use of technology in annual reports.

D6 – Initiative: Students will understand the ethical use of technology regarding copyright laws, authenticity, bullying, and other social media issues.

Outcome: The Dean of Students office and Academic Affairs will track policy violations regarding technology-related offenses. Campus climate will be monitored for cyber-bullying and trends in “confessions”-related sites.

D7 - Initiative: International students will experience a positive US and campus experience. Campus supports will be explored including host family experience, ESL support, faculty development and calendar considerations.

D8 - Initiative: Campus diversity climate will be regularly monitored, studied and reviewed for inclusivity and high quality experiences for all students.

Outcome: The HERI Campus Climate survey will be conducted in 2014-15 and an action plan identified to reinforce strengths and address concerns. The Diversity work group is proposing a “Campus Climate Assessment Team” which should support this work. A systematic cycle of climate assessment should be created to regularly review the variety of climate issues (race, sexual orientation, SES, gender, religion) with space to explore the intersections of identity/climate.

### **Strategy E: Maintain high quality of life on-campus regarding campus resources and facilities.**

E1 - Initiative: Students will experience **quality facilities, recreation spaces and food service** options, both in variety and healthy environments. “High quality” refers to the physical places, support, learning outcomes, and programmatic opportunities.

Outcomes: Specific facilities to be explored include a new/expanded fitness area for recreational fitness, a consolidated Counseling and Consultation Services department (currently operating in 3 different facilities), the Nell Eckley Lounge/Memorial Center, and on-going consideration of food service space, equipment and delivery. Spaces should be considered based on enrollment and use by current students, faculty and staff. Sodexo dining survey should be used to examine food service improvements.

E2 - Initiative: Students will use **technology in ways that enhance their learning experience and their quality of life** socially. The University will provide technologies (software, web-based, video, etc) that maximize the ability to demonstrate learning (learning commons, e-portfolios, electronic journals), services to students and efficiencies for faculty/staff. IT infrastructure will adequately support student learning.

Outcome: Educause Tequal+ student survey will be conducted to measure student satisfaction with technology services.

E3 - Initiative: **Outcomes measures** will be developed to ensure quality decision-making about programs and services in times of limited financial resource.