STUDENT ENGAGEMENT

Promote greater student engagement in educationally purposeful programs and social activities, encourage greater student interaction with peers, staff and faculty, and provide students with shared experiences and traditions that bind them to the University and enrich their educational and personal development.

Engaged students invest their time and energy in educationally purposeful activities that promote learning, personal development and strong ties to the University. These broad-based and diverse activities include leadership development, campus programs, student clubs and organizations, community service, service learning, research, and internships and employment, which are all complementary to students’ classwork.

Action Steps

- Partnered with the Office of University Development to sustain annual Parents Fund giving at $250,000 and maintain support for numerous Student Life programs and services.

- Partnered with the Office of University Development to recruit and orient a new Parents Fund Director and a new Director of Development, Parent Programs.

- Strategized to unify the messaging and delivery of New Student Orientation and 1743 Welcome Days and create a seamless orientation process for first-year students.

- Included New Student Orientation in the leadership team of 1743 Welcome Days.

- Implemented health promotion and wellness messaging throughout the entirety of 1743 Welcome Days.

- Achieved a 1,000+ student attendance/participation rate in the Blue Hen Leadership Development Program.

- Created five new Winter Session student program offerings hosted by Student Life.

- Opened two new living-learning communities in partnership with academic and student service offices to begin in fall 2014.
• Elevated the quality, profile, and student participation in Student Life programs celebrating diversity–hosted five campus-wide programs drawing 2,500+ participants to celebrate Black History Month, Latino Heritage Month, and Pride Week.

**DIVERSITY**

*Provide effective leadership and support with programs and services that foster a welcoming educational environment in alignment with the University of Delaware’s diversity statement.*

Student Life will provide effective leadership and support to the University’s strategic initiative to create a diverse and welcoming environment for all its members through the ongoing development of its policies, programs, services and facilities.

**Action Steps**

• Implemented a diversity-focused educational program for the class of 2017 in 1743 Welcome Days.

• Engaged student leaders to create “Hen Fest,” a welcome back festival highlighting the diversity of the student body.

• Grew participation in the Multi-Ethnic Career Conference to 200+ students.

• Facilitated a diversity-focused staff development program for all student staff members in Student Life.

• Implemented two diversity-focused staff development programs for Student Life professional staff.

**ENHANCING THE STUDENT EXPERIENCE**

*Increase the quality and impact of Student Life programs and services at the University.*

Student Life established domains of student learning that reflect shared objectives, values and activities within the Student Life departments. Students who participate in learning experiences facilitated by Student Life will be positively affected in the areas of intellectual growth and general knowledge development, leadership and integrity, global understanding, personal growth and achievement, and critical and analytical thinking.

Each Student Life department has developed strategic initiatives and assessment strategies to align their work with best practice standards, inform program development decisions, and assess the impact on student learning within the Student Life learning domains.

**Action Steps**

• Continued to implement the Student Life assessment agenda and measured the impact of programs on student learning in the areas of leadership and integrity and global understanding. Analyzed data and used findings in decision-making and planning for the Division.
• Secured new funds to add two new full-time professional staff members in the Bank of America Career Services Center.

• Relocated the New Student Orientation Office from the Perkins Student Center to the Trabant University Center.

**Division of Student Life**

• Completed and distributed the Leadership and Integrity Executive Summary in summer 2014 to all members of the Student Life division and key campus stakeholders. Completed 14 assessment initiatives for the Global Understanding domain, which will be analyzed and reported on by the Student Life Assessment Committee.

• Completed the Personal Growth and Development learning domain question bank in fall 2014 and provided it to the Student Life division units for use in assessment efforts in the 2014-15 academic year.

**Career Services Center**

• Established and implemented a collaborative programming partnership between the Office for International Students and Scholars and Disability Support Services that resulted in increased student engagement. Offered a series of career-focused workshops in the fall and spring semesters with content customized to the unique opportunities and challenges faced by UD international students.

• Enhanced and supported employer on-campus recruiting efforts by holding two strategic employer recruiting symposiums during summer 2013. The symposiums facilitated a proactive and strategic recruiting approach for all participating organizations.

• Held the second annual College of Arts and Science Networking Night and included an expanded number of employers and alumni participants. Increased in-classroom presentations and co-programming initiatives through strategic partnerships with faculty.

• Increased the number of employer partnerships and formalized existing partnerships, resulting in increased hiring of UD students among participating organizations.

• Increased outreach to RSOs which resulted in increased career related programs between RSOs and increased co-sponsorship of events and programs.

• Cultivated a partnership with ABlIntegro.com (a web-based service providing customized career service solutions to college campuses) to be launched in spring 2015. The partnership will involve approximately 300 students in a pilot program to build and refine the virtual career and professional development platform in anticipation of a full integration for all students in fall 2015.
• Implemented a collaborative programming model in conjunction with the Office of International Students and Scholars to increase international student attendance at career and professional development workshops. Established an internship partnership with The Smithsonian Institute through a joint effort with the Art History Department. Began teaching the Department of Communication’s internship class in fall 2014 to assist the department with reallocating faculty teaching assignments. Partnered with the Institute for Global Studies to teach a modified UNIV364 class designed to facilitate internship completion during students’ study abroad experience.

• Enhanced the UD Blue Hen Career Network (powered by LinkedIn), alumni-led webinars, the UD Career Channel, mock interview and resume critique programs, UD Career Fair participation, UD Campus Interview Program participation and the UD Multi-Ethnic Career Conference, resulting in increased alumni and student engagement across all platforms.

• Increased student-athlete engagement by implementing the student-athlete freshman seminar and student-athlete professional development activities such as alumni and employer networking nights. Distributed the second annual student-athlete resume book.

**Center for Black Culture**

• Redesigned and enhanced the Center’s student lounge to provide a more welcoming and usable space for students.

• Sponsored or co-sponsored a series of weekend programs such as a homecoming barbeque, Fiesta Latina, National Society of Black Engineers (NSBE) Fashion Show, Motown Musical, “Let’s get Groovy” 60s dance lessons, and “The Cut,” a barbershop-style community building and engagement program.

• Expanded the “Sit-In and Study” program piloted in spring 2013 by offering it five times during the academic year and making it a signature program. Added two additional study rooms—one for groups and one for individuals. Provided study tips to program attendees. The average number of participants ranged from 50-70.

• Reintroduced the Summer Leadership Retreat for RSOs.

• Organized and hosted a summit entitled “Complexities of Color,” which included a keynote by Dr. Marc Lamont Hill, host of *HuffPost Live* and *Our World with Black Enterprise*, and Associate Professor of Education at Columbia University’s Teachers College, followed by a panel discussion. The program aimed to engage a diverse audience in a discussion on the role of race in contemporary society following George Zimmerman’s acquittal.

• Hosted an informal gathering for students at the Center for Black Culture with Beverly Tatum, president of Spelman College and author of *Why Are All the Black Kids Sitting Together in the Cafeteria?*

• Hosted Harry Belafonte as the keynote speaker for Black History Month Extravaganza in celebration of the 50th Anniversary of the Civil Rights Act of 1964.

• Revised the Each One Reach One mentor and mentee pairing process and hired a student employee to assist with facilitation of the program.
Center for Counseling & Student Development

- Entered into an agreement with Digital Eye for the development of the Center for Counseling and Student Development (CCSD) website and completed a new CCSD website in conjunction with the Office of Communications and Marketing.

- Determined feasibility of adding a psychologist position to focus on outreach and consultation with expertise in using social media in counseling centers. Due to the clinical demands of the position, it was decided that strong clinical skills are needed and that the position will not focus on outreach and consultation as originally planned.

- Monitored and assessed the impact of the new student lounge directly below CCSD on students accessing services at CCSD. No complaints or concerns were received.

- Established a liaison committee with Student Health Services to discuss areas of common student concerns, and ways to coordinate the services of CCSD and Student Health Services and to improve communication between the two units.

Residence Life and Housing

- Developed a series of tools and publicity initiatives to increase student understanding of, involvement with, and participation in single-stream recycling, specifically in first-year areas piloting common area recycling.

- Distributed an optional “Green Practices” survey to residential students to gather and share information about student energy usage and daily practices.

- Developed and launched a social norming campaign to help students identify their impact beyond the residence halls, in areas such as travel and transportation, purchasing, food consumption, and recycling of nontraditional items.

- Created training opportunities for students serving on Green Teams to assist them as they share their experiences with peers and create opportunities to help increase student awareness regarding the environmental impact of day-to-day practices.

- Provided research and recommendations to leaders of the incoming Living Learning Communities regarding the usage of interactive online spaces.

- Revised and began to utilize new assessment strategies for service initiatives.

- Piloted the Service Teams in each complex and provided leadership and support to complexes throughout the year.

- Expanded opportunities throughout the year to recognize service initiatives and other student led initiatives through the Residence Life & Housing (RLH) Student Leadership and Service Awards.
• Evaluated at least twice per semester the progress and utilization of optional RLH staff training modules created in spring 2013 to support staff members’ efforts to create welcoming and inclusive communities.

• Produced a newsletter twice per semester focused on assisting RLH staff members in the development of welcoming and inclusive communities.

• Provided opportunities for RSOs to collaborate with residential complexes and program within the residence halls, ideally resulting in long-lasting traditions.

• Collaborated with the UD Student Veterans Association to provide opportunities for service members to interact with one another and to feel welcome on campus and in the residence halls.

• Continued to work with the Division of Student Life Assessment Committee to align departmental and divisional assessment of student learning.

• Updated RLH assessment plan and coordinated assessment priorities for 2013-2014.

• Implemented professional development plans based on individual goals and departmental needs.

• Created a process and criteria for data warehousing and ongoing communication of inter-departmental assessment results.

• Compiled assessment content to highlight RLH priorities and accomplishments for distribution through various digital media.

• Developed ongoing processes to capture student stories and successes.

• Explored and proposed avenues to showcase gathered student highlights.

• Developed roommate questions to incorporate into the StarRez on-line room assignment system.

• Completed Phase I (Returning Students) of StarRez Project Plan.

• Developed scenarios to project occupancy for fall 2014-2017 based on new construction, renovations, and building closings with Heir and Associates.

• Reviewed RLH guaranteed housing policy and made changes based on enrollment projections, developed scenarios, and cancellation history.
• Made changes to the Academic Year Student Housing Contract in regard to cancellation and request for release policies in anticipation of the StarRez on-line room assignment system and to align these with better business models.

• Completed Phase II (New Students, Transfer Students, Graduate and Family Housing) of StarRez Project Plan.

• Modified freshman assignments processes, calendar, and release date according to peer institution and industry best practices.

• Developed and incorporated questions within the release form to determine reasons for cancellations and requests for release.

• Reviewed Housing Operations current staffing and responsibilities in regards to the changing needs of the StarRez on-line room assignment system.

• Developed a comprehensive communication and marketing plan to convey the value of on-campus living and the residential experience.

• Created a Resident Assistant Alumni Organization.

• Participated in an expansive study of the Phase IV residence hall construction program.

New Student Orientation

• Reviewed assessment from 2013 New Student Orientation (NSO) and identified areas of improvement for the 2014 NSO student and guest schedules.

• Developed plans and implemented measures for increasing NSO outreach and communication to students admitted prior to May, supporting yield and enhancing students’ satisfaction with information about orientation. Efforts included collaborating with Admissions to offer a webinar about NSO in May and a congratulations postcard from the NSO office to admitted students, sent February through May.

• Increased NSO’s involvement in 1743 Welcome Days for fall 2014 by creating a leadership team with the Office of the Dean of Students to oversee the vision and planning of the 2014 events.

• Developed initial plan for reaching out to parents of new UD students throughout the first year, including offering more virtual resources on the NSO website with the hope of expanding efforts and impact in future years.

Office of the Dean of Students

• Incorporated the coordination of “Places4Students within the Office of the Dean of Students.
• Implemented use of the CARE database throughout the department.

• Created a campus working group to address student veteran issues.

**Office of Student Conduct**

• Conducted a review of protocols and procedures to ensure efficient and practical approaches consistent with Due Process and Victim’s Rights and external legal requirements.

• Contributed to the Student Life learning domains of Leadership and Integrity and Global Understanding by beginning the assessment of the Academic Integrity Seminar, and continuing to assess the Community Living and University Expectations (CLUE) and Decision Making sanction seminars.

• Continued the Title IX training for staff and volunteers, focusing on the issues of stalking and domestic partner violence.

**Student Health Services**

• Implemented new paradigm of Student Health Services (SHS) moving from urgent care model to continuity care model where students will be assigned to a doctor.

• Partnered with Public Safety and Christiana Emergency Department to improve management of intoxicated students.

• Completed COLA reaccreditation for SHS lab.

• Expanded web-based booking of appointments for select diagnosis in Women’s health, medical clinic and immunizations.

• Decreased the ratio of walk-in appointments to scheduled appointments.

• Improved communication with CCSD staff and SHS staff to the benefit of students’ medical/mental health.

• Improved compliance of ELI students and their immunization status to align with University policy.

• Enhanced screening of intimate partner violence.

• Healthy Hens: increased student contact, increase number of Health Risk assessments completed by students and increase appointments with program coordinator.

**Student Services for Athletes**

• Contracted with GradesFirst to implement a new recordkeeping, monitoring, and scheduling system for student-athletes, coaches, and faculty.
• Collaborated with Information Technology to start the redesign of the Student Services for Athletes’ (SSA) website.

• Supervised and completed APR review mandated by the NCAA.

• Implemented a more efficient training program for post-graduate interns.

• Began the planning process for a program review of SSA through the guidelines established by N4A.

**Student Wellness & Health Promotion**

• Partnered with CampusLabs to develop and utilize effective assessment tools to more comprehensively assess departmental programs and the outcomes of the State Prevention Framework-State Incentive Grant (SPF-SIG) initiatives.

• Partnered strategically with key campus constituencies to produce the following positive programmatic outcomes:

  o Collaborated with the Office of Student Conduct to bring the BASICS program online and to develop key trainings about gender-based violence for conduct system volunteers and other campus personnel.
  o Partnered with the Office of Campus and Public Safety to educated 400+ law enforcement and other personnel about street drugs, developed the *Altitude: be the change* project for students, and hosted a HERO campaign 5Kwalk/run and Fall community awareness fair.
  o Collaborated with Residence Life and Housing to initiate the *Thrive* living learning community for first year students.

• Expanded the existing social marketing campaign *Use Your Power* to include the health promotion message *Speak Up*. The *Speak Up* series of posters and other materials was designed to remind and encourage members of the UD community, especially our students, to take action and become courageous interveners when they encounter risky or dangerous behavior or situations.

• Accomplished the following outcomes through the Violence Against Women Act (VAWA) grant consortium team:

  o Hosted a successful in-state conference for campus personnel who are responsible for responding to gender-based violence on any of Delaware’s campuses;
  o Created a specialized training track within the conference framework for law enforcement personnel within the State of Delaware to enhance responsiveness to gender-based crime;
  o Enhanced the utilization of the part-time crisis counselor specializing in Intimate Partner Violence on the UD campus;
  o Enhanced educational efforts which embrace young men as significant players in the prevention of gender-based violence by creating a new Registered Student
Organization entitled Men’s Action Network (M.A.N.), and hosting an on-campus training event directed at men.

- Assessed the “Brief Alcohol Screening and Intervention for College Students” (BASICS) model, with results showing positive implications for changing individual student substance use behaviors.

- Performed an in-depth analysis of current health behavior data available about UD students.

- Enhanced the use of social media targeted at students to ensure frequent and consistent wellness messaging.

- Recruited incoming students from the class of 2018 to populate the Wellness Living-Learning Community.

- Created biannual communications in the form of a newsletter for parents/guardians of first year students informing them of key wellness issues impacting campus and students.

- Created biannual communications for first-year students in the form of a newsletter to promote wellness and to decrease potential harms.

**University Student Centers**

- Completed the 20,000 sq. ft. Perkins Student Center renovation project to enhance student engagement, additional services and program/event spaces, campus programming options, and student group development and partnerships.

- Relocated and established the Student Activities Office from 218 Trabant to the newly constructed Registered Student Organization (RSO) Community in the lower level of the Perkins Student Center.

- Assessed Perkins Student Center administrative space in support of revenue functions and allocated student organization office locations and program resources.

- Completed the recruitment, hiring and training of the vacant program coordinator position which supports USC programs SCPAB, HAVEN and HOLA.

- Continued to grow the StUDent Central brand and web portal and provided additional training with added emphasis on encouraging the use of the student Co-Curricular Transcript.

- Recruited and hired a new full time night and weekend facility manager serving the Perkins Student Center and assisting with Perkins operations and student event production requirements.
• Conducted fall and spring “Student Training and Employment Program” (S.T.E. P.) assessment to ensure that student employee training goals and learning outcomes are being realized.

• Developed a new Registered Student Organization Advisor Handbook to be distributed to RSO faculty and exempt staff advisors during RSO Advisor Training Networking Programs.

• Presented a new programming training session to be required for all RSO and Greek chapter leaders.

• Implemented a new Inter-Fraternity Council academic enrichment program for all chapters with GPAs lower than the all-male GPA.

• Designed and implemented programming and marketing that will make full use of Trabant room 157 as a “Leadership Center” for the Blue Hen Leadership Program (BHLP) and QUEST.

• Recruited, hired and trained student staff to serve as receptionists, office managers, and BHLP Ambassadors in the Student Leadership Development Center.

• Researched Winter Session and Spring Break BHLP travel experiences as permitted through the Global Studies Institute and the Office of Service Learning.

• Designed a new inclusive University Student Centers (USC) brochure to increase marketing of USC services, resources, partnerships and to present helpful USC information to students, faculty, staff and guests.