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Section I  Overview

Student Affairs at Texas A&M University is composed of the following departments:

Becky Gates’ Children’s Center  Residence Life
Corps of Cadets*  Rudder Theatre Complex
Disability Services  Student Activities
Greek Life  Student Counseling Service
Information Technology  Student Health Services
Memorial Student Center  Student Life Studies
Multicultural Services  University Art Galleries
Office of the Dean of Student Life  University Center Complex
Recreational Sports  Women’s Resource Center

*The Corps of Cadets returned to the Division of Student Affairs in April 2010

As a unit, Student Affairs has been involved in strategic planning since the spring of 2009. In July of 2009 a revised mission and vision statements were crafted. Divisional core values were reaffirmed. In August of 2009, the mission, vision, new goals and objectives were approved by the Office of the Vice President and the division Directors.

During the 2009-2010 academic year the Division directors were involved in a process to understand the Division of Student Affairs as a system. Facilitated by Dr. Bryan Cole, Texas A&M Professor of Educational Administration, the leadership of the Division worked to increase the intentional communication, coordination, collaboration and cooperation between/among the departments in the Division. The commitment to this process was to fulfill the Division’s mission while being the best stewards as possible of its resources. Although this process is not complete, learning from this process was incorporated into the strategic planning document.

The directors of the Division and the Office of the Vice President also conducted a retreat in the spring of 2010 for the specific framing of the 2011-2015 strategic plan. Every Divisional goal was aligned with Vision 2020 and the undergraduate student learning outcomes of the Academic Master Plan and can be found in Appendix A.

Departments in the Division of Student Affairs participate in comprehensive program review every 5-7 years. The review includes a time of preparation, a self-study, a peer review, action planning and ongoing implementation. Because the process is resource intensive (staff involvement, time and money) and generates action plans that are integrated into department’s individual strategic plans, departments that will be undertaking the self-study and peer review processes of program review in 2011 – 2015 are indicated as part of the Division’s strategic initiatives. However, every department always is in some phase of comprehensive program review.
Section II  Strategic Plan: Mission, Vision, Core Values, Goals

A.  Mission

The Division of Student Affairs provides exceptional services, facilities, programs, and experiences that enrich student learning and development, foster an inclusive campus community, and promote Aggie Core Values* in support of the educational mission of Texas A&M University.

*Loyalty, Integrity, Excellence, Leadership, Selfless Service, Respect

B.  Vision

The Division of Student Affairs actively engages students in world class experiences that prepare them for a life of service and leadership in a global society.

C.  Core Values

Foundational to our mission and vision are six core values:

1.  Caring: We treat others as we want to be treated - with consideration, kindness and compassion. We consider how our choices affect others, and we teach caring by our own example. As members of the Division of Student Affairs, we welcome and embrace all into the Aggie family.

2.  Diversity: As a community, we recognize that human diversity is our strength. We are steadfast in our efforts to ensure that diverse perspectives and experiences are encouraged, valued, and included.

3.  Respect: We recognize and honor the dignity, worth, and individuality of each person and accept individual differences. We treat others with consideration, courtesy and civility. We pursue what is fair and just with openness, objectivity and consistency

4.  Integrity: As individuals and as a Division and its departments, we honor our commitments and use the principles of honesty and trustworthiness to guide our decisions and practices. We strive to have the courage of our convictions to do what is right.

5.  Excellence: We strive to do the best in all that we do. We commit to being reliable, prepared and informed. We persevere to improve and develop our programs, services, staff and students.

6.  Service: We are dedicated to serve students and the University community as we contribute to the mission, goals, and values of Texas A&M University.
D. Goals and Outcomes/Objectives

The Division of Student Affairs will:

1. Provide quality programs, services, opportunities and facilities that enhance students’ academic and developmental opportunities
   a. Develop and assess student learning outcomes for student workers and for students who participate in organizations and programs
   b. Develop and assess program, performance and process outcomes as appropriate
   c. Provide practical environments in which students can test and apply what is learned in the classroom
   d. Develop and sustain partnerships for learning with academic affairs, students, former students and community members
   e. Offer safe, secure and healthy facilities and environments

2. Promote an inclusive environment that celebrates diversity, the Aggie spirit and traditions.
   a. Cultivate a campus climate that is welcoming, supportive, and affirming for students, faculty, staff, families and the public
   b. Build and support traditions that are inclusive and indicative of the Aggie core values of loyalty, integrity, excellence, leadership, selfless service and respect

3. Prepare students and staff for a future of lifelong learning, contributing to society, and leading in a global environment.
   a. Create intentional experiences that support the institution’s undergraduate student learning outcomes of critical thinking; communication; personal and social responsibility; social, cultural, and global competence; lifelong learning; and working collaboratively
   b. Create and document student leadership skill development and use results for continuous improvement
   c. Provide intentional service/volunteer opportunities
   d. Expose students and staff to various cultures both national and international, current issues, and perspectives

4. Develop and manage human, financial, physical and technological resources effectively and efficiently.
   a. Invest in the development, competence and recognition of staff
   b. Plan for and undertake projects as needed for resources to meet student and staff needs
   c. Plan for current and future technology needs for staff and students and the wise and resourceful use of technology
   d. Support departmental collaboration for the consolidation and sharing of resources and the elimination of redundancy
Section III  Strategic Initiatives

Goal 1:  Provide quality programs, services, opportunities and facilities that enhance students’ academic and developmental opportunities

1.1  Develop learning and/or program outcomes for all programs and services

Criteria for success:  Students will articulate and demonstrate the learning gained from their co-curricular experiences

Customer satisfaction surveys will indicate a continuous improvement in programming efforts

Methods to assess:  Departmental assessment plans in WEAVEonline will include learning outcomes

Direct and multiple indirect outcomes will be identified and utilized

Timeline:  2010-2011

1.2  Develop learning outcomes for student workers

Criteria for success:  Students will articulate and demonstrate the learning gained from their work in student affairs departments

Methods to assess:  Departmental assessment plans in WEAVEonline will include learning outcomes for student workers

Direct and multiple indirect outcomes will be identified and utilized

Timeline:  2011-2012

1.3  Identify key partnerships and desired outcomes among departments within the Division of Student Affairs

1.3.1  Completion of the 2009-2010 Cole-led project on Division collaborations

1.3.2  Inventory new and continuing partnerships and desired outcomes with responsible positions/parties identified for sustaining the relationships to include existing Memoranda of Understanding (MOU)

1.3.3  Action items, assessment methods and timelines identified for each partnership
Criteria for success: Staff will be working intentionally and collaboratively with division partners on a regular basis

Methods to assess: Completion of Cole-led project
Inventory completed
Action items, assessment methods and timelines identified

Timeline: 2011 - 2012

1.4 Continue to develop and sustain partnerships and desired outcomes with academic affairs

1.4.1 Inventory new and continuing partnerships to include existing MOUs within each department
1.4.1.1 Identify key personnel relationships with each partnership
1.4.1.2 Identify responsible positions/parties for sustaining relationships
1.4.1.3 Develop shared outcomes in conversation with partners
1.4.1.4 Action items, assessment methods and timelines identified

Criteria for success: Staff will be working intentionally and collaboratively with academic partners

Methods to assess: Inventory of new and continuing partnerships completed
Shared outcomes completed
Action items, assessment methods and timelines identified

Timeline: 2011-2013

1.5 Continue to develop and sustain partnerships and desired outcomes within the campus community not in academic affairs

1.5.1 Inventory new and continuing partnerships to include existing MOUs within each department
1.5.1.1 Identify key personnel relationships with each partnership
1.5.1.2 Identify responsible positions/parties for sustaining relationships
1.5.1.3 Develop shared outcomes in conversation with partners
1.5.1.4 Action items, assessment methods and timelines identified

Criteria for success: Staff will be working intentionally and collaboratively with campus community partners

Methods to assess: Inventory of new and continuing partnerships completed
Shared outcomes completed
Action items, assessment methods and timelines identified

Timeline: 2012-2014
1.6 **Conduct comprehensive program review in every Division Department** (see Appendix B)

Criteria for success: Departments will complete a comprehensive program review every 5 – 7 years

Methods to assess: Action plans
Satisfaction surveys of staff concerning review process and outcomes

Timeline: 2011-2015, ongoing

**Goal 2: Promote an inclusive environment that celebrates diversity, the Aggie spirit and traditions.**

2.1 **Identify the barriers that keep us from creating an inclusive campus**

2.1.1 Coordinate data from the three existing Campus Climate surveys (student, faculty, staff)
2.1.2 Conduct a campus climate survey of former students
2.1.3 Share data with campus community
2.1.4 Engage in active training and education to reinforce inclusive behavior

Criteria for success: Identification of gap between desired outcomes (University’s Diversity Plan) and attitudes and behavior of students
Possible increase in reporting of discriminatory incidents because of greater investment in an inclusive campus

Methods to assess: Focus groups with students
Survey of former students
Pre and post assessments of training and education activities

Timeline: 2011-2013

2.2 **Assess our traditions and their impact on inclusivity**

2.2.1 Identify University recognized traditions and the sponsoring organization
2.2.2 Make connections between core values and traditions (in print, action, programs)
2.2.3 Identify the values inherent in each tradition
2.2.4 Assess traditions through the eyes of majority and underrepresented cultural groups
2.2.5 Share assessment data with students and student organizations
2.2.6 Through a shared stakeholder process, identify the practices and policies that prevent inclusivity
2.2.7 Provide the training and education necessary to improve inclusivity

Criteria for success: Clarity of the shared values in our traditions

Understanding the barriers to inclusivity within each tradition

Intentional improvements in traditions where needed to assure greater inclusion of underrepresented cultural groups

Methods to assess: Surveys
Focus groups/Interviews
Tracking improvements/changes
Tracking increase in participation by underrepresented cultural groups

Timeline: 2011 – 2015

2.3 Incorporate into event planning the question of inclusivity

2.3.1 Determine a broadly defined question(s) to include on the event planning form
2.3.2 Incorporate inclusivity question(s) on the event planning form
2.3.3 Develop and provide suggestions for event planners to stimulate intentionally inclusive planning

Criteria for success: Event planners understand how to be intentionally inclusive when planning events

Activities and programs reflect in purpose and marketing more intentional inclusivity

Methods to assess: Question(s) created
Event planning form updated
Suggestions for event planners created and distributed with event planning forms
Track answers to event planning form question(s) on inclusivity

Timeline: 2013
2.4 Recognize the contributions of diverse Aggies through the aesthetic environments on campus

2.4.1 Work collaboratively with The Association of Former Students to identify and honor the contributions of diverse Aggie leaders
2.4.2 Collaborate with various campus entities to identify diverse Aggies who have had a positive impact on the community, state and/or world
2.4.3 Recognize these Aggies through the aesthetic environment, programming or honors

Criteria for success: Aesthetic campus environment will include the contributions of diverse Aggies

Methods to assess: Track collaborations
Track increase in recognition of diverse Aggies in aesthetic environments, programming or honors


Goal 3: Prepare students and staff for a future of lifelong learning, contributing to society, and leading in a global environment.

3.1 Develop a unified Division of Student Affairs leadership curriculum

3.1.1 Benchmark student affairs leadership curricula from peer institutions
3.1.2 Identify and evaluate current leadership programs and activities
3.1.3 Develop goals for leadership curriculum
3.1.4 Create leadership curriculum
3.1.5 Map departmental leadership programs to curriculum
3.1.6 Conduct gap analysis

Criteria for success: Unified leadership curriculum in the co-curricular

Methods to assess: Benchmark studies
Track programs
Program implementation

Timeline: 2011 – 2014

3.2 Provide intentional opportunities for international exposure within the campus environment

3.2.1 Identify current programs and activities
3.2.2 Assess/evaluate current programs and activities for outcomes and student satisfaction
3.2.3 Analyze data from assessment
3.2.4 Share outcomes from study of current program opportunities with division departments
3.2.5 As indicated, develop new strategies with outcomes to accomplish the initiative

Criteria for success: Increase the numbers of international student participation in Division programs and student leadership
Increase the number of American students participating in international programs and activities on campus

Methods to assess: Completion of study, assessment and analysis
Track development of new or improved programming
Track student participation in international programs
Surveys to determine if outcomes have been met

Timeline: 2011 – 2013

Goal 4: Develop and manage human, financial, physical and technological resources effectively and efficiently.

4.1 Develop a long term plan for all Division facilities to include new facilities and renovation of existing facilities

4.1.1 Complete inventory of all facilities under Division control and/or occupied by the Division
4.1.2 Collect accurate floor plans/architectural drawings of all facilities
4.1.3 Conduct Division-wide space review
4.1.4 Identify most critical facility needs
4.1.5 Benchmark findings against peer institutions
4.1.6 Agree to a funding model for facility renewal and modifications
4.1.7 Departments conduct comprehensive facility review every 5-7 years alternating with comprehensive program review

Criteria for success: Facilities will adhere to standards established by benchmarking with peer institutions and certifying agencies

Methods to assess: Comprehensive facility reviews
Peer benchmarking
Health and safety audits
Aesthetics of space
Utility usage analysis
Track certifications necessary for each facility

4.2 Develop a long term plan for the funding of all renovations and new facilities

4.2.1 Develop five-year plan consistent with the Texas A&M University Capital Plan for 2011-2015

4.2.2 Secure funding

4.2.2.1 FY 2011
- Corp Dorm Renovation FY 2011
- Northside Residence Hall FY 2011
- Penberthy Field renovation FY 2011
- University Apartments Phase II

4.2.2.2 FY 2012
- Corps Dorm Renovation FY 2012
- Student Health Services Building FY 2012

4.2.2.3 FY 2013
- Corps Dorm Renovation FY 2013

4.2.2.4 FY 2014
- Corps Dorm Renovation FY 2014

4.2.2.5 FY 2015
- Corps Dorm Renovation FY 2015

Criteria for success: Plan is developed FY 2011
Funding is secured for each project

Methods to assess: Plan completion
Funding obtained

4.3 Evaluate effectiveness of overarching Division councils/committees

4.3.1 Review charges and outcomes
4.3.2 Assess effectiveness based on charge/outcomes
4.3.3 Conduct gap analysis
4.3.4 Identify new Division council/committees to meet existing needs in coordination with strategic initiative 1.3

Criteria for success: Division council/committees will have intentional outcomes and be focused on purposes that further coordination, collaboration, communication and cooperation

Methods to assess: Completion of review, assessment and gap analysis
Ongoing surveys to determine effectiveness
Timeline: 2011 – 2012

4.4 Consolidate information technology under one Divisional department except where restricted by law, and as reinforced by TAMU system audit

4.3.1 Infrastructure, Applications, and Personnel consolidations for incoming departments completed by 2011
4.3.2 Department specific business philosophy comprehension and adoption for incoming departments completed by 2012

Criteria for success: Division will recognize reduction in redundant infrastructure and services, increased range of new services, and as-good or better customer service

Methods to assess: Cost/benefit analysis
Project completion deadlines met
Uptime/outages tracked
Hardware utilization
Client satisfaction surveys
Cost per FTE
HelpDesk statistics (satisfaction)

Timeline: 2011 – 2012

4.5 Standardize risk management and investigation practices through Division-wide training

4.4.1 Identify best practices
4.4.2 Conduct training

Criteria for success: Division staff will be trained in best practices for risk management and investigation practices

Methods to assess: Track training
Surveys

Timeline: 2011 – 2013, on-going

4.5 Identify cross-functional competencies for Division-wide training opportunities

4.5.1 Develop training curriculum for entire Division that aligns with Divisional goals
4.5.1.1 Identify core competencies (using existing literature)
4.5.1.2 Identify target populations
4.5.1.3 Identify existing and new strategies for achieving curriculum goals
4.5.1.4 Develop curriculum

Criteria for success: Training for cross-functional training will be available to Divisional staff

Methods to assess: Curriculum developed and implemented
Track training and staff who participate
Satisfaction surveys

Timeline: 2013 – 2015

4.6 Garner and manage resources to achieve strategic goals

4.6.1 Determine resources needed for each strategic initiative
4.6.2 Secure donor funding

Criteria for success: Strategic initiatives are funded

Methods to assess: Budgets
Reserve balances

Timeline: 2011 – 2015
## Appendix A
Division of Student Affairs
Goals and Outcomes with Vision 2020 and Academic Master Plan

<table>
<thead>
<tr>
<th>DSA Goals &amp; Objectives</th>
<th>Vision 2020 Imperative</th>
<th>Academic Master Plan – Undergraduate Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Division of Student Affairs will:</td>
<td>3. Enhance the undergraduate academic experience</td>
<td>1. Master the depth of knowledge required for a degree</td>
</tr>
<tr>
<td>1. Provide quality programs, services, opportunities &amp; facilities that enhance students’ academic and developmental opportunities</td>
<td>8. Enrich our campus</td>
<td>2. Demonstrate critical thinking</td>
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<td></td>
<td>9. Build community and metropolitan connections</td>
<td>3. Communicate effectively</td>
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<td></td>
<td>4. Practice personal and social responsibility</td>
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<td>5. Demonstrate social, cultural, and global competence</td>
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<td>6. Prepare to engage in lifelong learning</td>
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<td>7. Work collaboratively</td>
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<tr>
<td>1a. Develop &amp; assess student learning outcomes for student workers and for students who participate in organizations and programs</td>
<td>3. Enhance the undergraduate academic experience; provide quality learning and mentoring experiences</td>
<td>2. Demonstrate critical thinking</td>
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<td>3. Communicate effectively</td>
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<td>7. Work collaboratively</td>
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<tr>
<td>1b. Develop and assess program, performance and process outcomes as appropriate</td>
<td>3. Enhance the undergraduate academic experience; continue to strengthen co-curricular programs’ substance and reputation and extend the benefits to a greater percentage of the student body</td>
<td>1. Master the depth of knowledge required for a degree; apply knowledge from core courses, discipline-based courses, and other experiences in a range of contexts</td>
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<td>2. Demonstrate critical thinking</td>
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<td>7. Work collaboratively</td>
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<td>1c. Provide practical environments in which students can test and apply what is learned in the classroom</td>
<td>3. Enhance the undergraduate academic experience; better prepare learners for lives of discovery, innovation, leadership and citizenship by better inculcation of writing, thinking and self-expression skills</td>
<td>1. Master the depth of knowledge required for a degree; apply knowledge from core courses, discipline-based courses, and other experiences in a range of contexts</td>
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### Notes:
- **Vision 2020 Imperative** refers to the overarching goals set by the division.
- **Academic Master Plan – Undergraduate Learning Outcomes** outlines specific outcomes aimed at undergraduate students.
- The table categorizes DSA goals and objectives, broken down into sub-points for clearer understanding.

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### Example:
- **1a.** Develop & assess student learning outcomes for student workers and for students who participate in organizations and programs.
  - Enhance the undergraduate academic experience; provide quality learning and mentoring experiences.
  - Demonstrate critical thinking.
  - Communicate effectively.
  - Practice personal and social responsibility.
  - Demonstrate social, cultural, and global competence.
  - Prepare to engage in lifelong learning.
  - Work collaboratively.

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### Additional Information:
- The table format helps in organizing the goals, outcomes, and imperative actions clearly.
- This structured approach ensures a comprehensive understanding of the Division of Student Affairs' strategic planning.
<table>
<thead>
<tr>
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<td><strong>The Division of Student Affairs will:</strong></td>
<td>9. Build community and metropolitan connections; Relationships with local community</td>
<td>1. Master the depth of knowledge required for a degree; apply knowledge from core courses, discipline-based courses, and other experiences in a range of contexts</td>
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<td>1d. Develop and sustain partnerships for learning with academic affairs, students, former students and community members</td>
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<tr>
<td>1e. Offer safe, secure and healthy facilities and environments</td>
<td>8. Enrich our campus; Physical environment of campus conducive to scholarly work and study; Campus setting should provide meeting places and present the image of an organization dedicated to quality in all it undertakes; Guests should feel welcome; Former students reminded of their days on campus; Provide new residence halls equipped for the technological climate of the 21st century; Value the residential experience</td>
<td>6. Prepare to engage in lifelong learning; Recognize and participate in activities that enhance wellness of body, mind, and spirit</td>
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<tr>
<td>2a. Cultivate a campus climate that is welcoming, supportive, and affirming for students, faculty, staff, families and the public</td>
<td>6. Diversify and globalize the A&amp;M community; develop a more pluralistic, diverse and globally aware populace; Create an environment that respects and nurtures all members of the student, faculty, and staff community; …Produce graduates who have capacity to understand other cultures and to live and work outside their own cultural framework.</td>
<td>3. Communicate effectively 4. Practice personal and social responsibility 5. Demonstrate social, cultural, and global competence; Ability to live and work effectively in a diverse and global society; Articulate the value of a diverse and global society; Recognize diverse economic, political, cultural and religious opinions and practice</td>
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<td>2b. Build and support traditions that are inclusive and indicative of the Aggie core values of loyalty, integrity, excellence, leadership, selfless service and respect</td>
<td>3. Enhance the undergraduate academic experience; value and enhance strongest and best values of the Aggie spirit – values of mutual respect, honesty, integrity, morality, hard work an dedication, loyalty, patriotism, commitment to family, leadership and personal effectiveness, commitment to academic excellence and accomplishments, inclusiveness and equal opportunities, commitment to community and civic involvement, commitment to TAMU and other Aggies, optimism and faith in the future, a sense of the value of history and tradition</td>
<td>4. Practice personal and social responsibility 5. Demonstrate social, cultural, and global competence; Articulate the value of a diverse and global society; Recognize diverse economic, political, cultural and religious opinions and practice 7. Work collaboratively; Participate effectively in teams</td>
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<td>2. Demonstrate critical thinking 3. Communicate effectively 4. Practice personal and social responsibility; Ability to practice ethical leadership, recognize an ethical dilemma and apply rational decision-making in order to address it; choose ethical courses of action 5. Demonstrate social, cultural, and global competence 6. Prepare to engage in lifelong learning; Formulate a plan of personal goals for continued professional growth; Demonstrate intellectual curiosity 7. Work collaboratively; Participate effectively in teams; Consider different points of view; Work with others to support a shared purpose or goal</td>
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<td>3c. Provide intentional service/volunteer opportunities</td>
<td>3. Enhance the undergraduate academic experience; value and enhance strongest and best values of the Aggie spirit – values of mutual respect, honesty, integrity, morality, hard work an dedication, loyalty, patriotism, commitment to family, leadership and personal effectiveness, commitment to academic excellence and accomplishments, inclusiveness and equal opportunities, commitment to community and civic involvement, commitment to TAMU and other Aggies, optimism and faith in the future, a sense of the value of history and tradition</td>
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<td>2. Demonstrate critical thinking</td>
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<td>4. Build the Letters, Arts, and Science Core; Infuse fine arts into the life of the University; Increase cultural and entertainment opportunities and access to campus; expand co-curricular art experiences available to students</td>
<td>3. Communicate effectively</td>
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<td>6. Diversify and globalize the A&amp;M community; develop a more pluralistic, diverse and globally aware populace; Create an environment that respects and nurtures all members of the student, faculty, and staff community; …Produce graduates who have capacity to understand other cultures and to live and work outside their own cultural framework.</td>
<td>4. Practice personal and social responsibility; Ability to practice ethical leadership, recognize an ethical dilemma and apply rational decision-making in order to address it; choose ethical courses of action; Engage in local and global civic activities</td>
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<td>4. Develop and manage human, financial, physical and technological resources effectively and efficiently</td>
<td>5. Demonstrate social, cultural, and global competence; Articulate the value of a diverse and global society; Recognize diverse economic, political, cultural and religious opinions and practice; Ability to live and work effectively in a diverse and global society</td>
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<td>4a. Invest in the development, competence and recognition of staff</td>
<td>7. Work collaboratively; Participate effectively in teams; Consider different points of view; Work with others to support a shared purpose or goal</td>
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<td>4b. Plan for and undertake projects as needed for resources to meet student and staff needs</td>
<td>6. Prepare to engage in lifelong learning</td>
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<td>3. Enhance the undergraduate academic experience</td>
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<td>7. Increase access to knowledge resources</td>
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<td>8. Demand enlightened governance and leadership</td>
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<td>8. Demand enlightened governance and leadership; Value staff support for academic excellence</td>
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<td>3. Enhance the undergraduate academic experience; improve and expand resident facilities</td>
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<td>8. Demand enlightened governance and leadership; Encourage faculty, staff and students to be entrepreneurial in every aspect of university life, be bold in seeking opportunities that benefit the life of the university, its citizens</td>
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### DSA Goals & Objectives

The Division of Student Affairs will:

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<th>Vision 2020 Imperative</th>
<th>Academic Master Plan – Undergraduate Learning Outcomes</th>
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<td>4c. Plan for current and future technology needs for staff and students and the wise and resourceful use of technology</td>
<td>7. Increase access to knowledge resources; Have state-of-the-art information and computing systems available to students, faculty and administrators</td>
<td>6. Prepare to engage in lifelong learning; Show proficiency in current technologies and the ability to adapt to emerging technologies</td>
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<td>4d. Support departmental collaboration for the consolidation and sharing of resources and the elimination of redundancy</td>
<td>8. Demand enlightened governance and leadership; Encourage faculty, staff and students to be entrepreneurial in every aspect of university life, be bold in seeking opportunities that benefit the life of the university, its citizens</td>
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Appendix B
Division of Student Affairs
Comprehensive Program Review
Time Line 2009 – 2015
(Revised January 2010)

2008 - 2009
Multicultural Services (*Peer Review Team Visit, March 2009*)
Disability Services (*Peer Review Team Visit, March 2009*)
Greek Life (*Peer Review Team Visit, September 2009*)

2009 - 2010
Women’s Center (New; *process will begin in Spring 2010 for a fall 2010 peer review*)
Children’s Center (New; *Spring 2010 SACS accreditation process; CPR to follow*)
Student Activities (*Peer Review Team Visit, February 7-10, 2010*)

2010 – 2011
**SACS institutional reaffirmation in process**
Residence Life (*Previous Fall 2000-Fall 2001*)
Student Health Services a (*Previous Spring 2001 – Spring 2002*)

2011 – 2012
**SACS reaffirmation offsite review in Fall 2011 and onsite review in Spring 2012**
Memorial Student Center (*Previous Fall 2001 – Fall 2002*)
Student Counseling Service b (*Previous Spring 2001 – Spring 2002*)
Information Technology (New)

2012 - 2013
Rudder Theatre Complex (NEW; as part of Special Event Facilities in March, 2003)
Student Life (*Previous Fall 2004*)
University Arts (NEW)

2013 – 2014
Recreational Sports (*Previous Fall 2004 – Spring 2005*)
Student Life Studies (*Previous Fall 2002 – Spring 2004*)
University Center Complex (NEW; as part of Special Event Facilities in March, 2003)

2014 - 2015
Vice President for Student Affairs (*Previous Fall 1998 – Fall 1999*)
Corps of Cadets (*Previous Fall 2001 - Spring 2003*)

a. AAAHC occurs in August of 2010
b. APA accreditation occurs in March 2012