

# TRANSFORMATIVE OPPORTUNITIES

STUDENT DEVELOPMENT AND ENROLLMENT SERVICES

UPDATED STRATEGIC PLAN 2017-2022



UCF

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# DIVISION OF STUDENT DEVELOPMENT AND ENROLLMENT SERVICES

## **VISION**

To prepare students to become globally competitive and lifelong learners. We accomplish this by promoting the academic, professional and personal growth of all students through transformative learning experiences.

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## **MISSION**

To create and cultivate an innovative and inclusive learning experience that helps students reach their academic, personal and professional aspirations; to advocate for social awareness and change; and to commit to lifelong learning.

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## **PHILOSOPHY**

The tenets of the UCF Creed provide a framework that illustrates our commitment to quality, access, diversity and inclusion, student learning and success.

**SDES PRIORITIES**

**STUDENT WELL-BEING**

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**STUDENT ACCESS AND OPPORTUNITY**

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**STUDENT LEARNING AND SUCCESS**

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**STUDENT CAREER READINESS AND  
POST-BACCALAUREATE SUCCESS**

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**STUDENT ADVOCACY, EQUITY  
AND INCLUSION**

# UCF COLLECTIVE IMPACT

## FIVE PROMISES

### HARNESS

the power of scale to transform  
lives and livelihoods.

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### ATTRACT AND CULTIVATE

exceptional and diverse faculty, students and staff  
whose collective contributions strengthen us.

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### DEPLOY

our distinctive assets to solve society's  
greatest challenges.

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### CREATE

partnerships at every level that amplify our  
academic, economic, social, and cultural impact  
and reputation.

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### INNOVATE

academic, operational and financial models  
to transform higher education.



# INTRODUCTION

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The Division of Student Development and Enrollment Services Transformative Opportunities Strategic Plan evolved from the University of Central Florida's strategic planning efforts that provide a framework for considering the numerous possibilities for students who actively engage in the campus and surrounding communities. Indeed, there are over 70 metrics in the UCF Collective Impact Strategic Plan that set goals for students, staff, and faculty experiences inside and outside the classroom. SDES has adopted these metrics, in particular those outcomes that most directly impact students.

From these metrics, we have identified five critical priorities that shape the SDES strategic plan:

- **student well-being**
- **student access and opportunity**
- **student learning and success**
- **student career readiness and post-baccalaureate success**
- **student advocacy, equity and inclusion**

In each of these five spheres, there are examples of enriched co-curricular learning experiences aimed at advancing student knowledge, values and growth. Throughout this plan, SDES has outlined strategies for improving student retention, progression and success.

# “THE REAL MEASURE OF OUR SUCCESS

LIES IN WHO OUR STUDENTS BECOME  
WHEN THEY GRADUATE FROM UCF.”

— Maribeth Ehasz, Vice President, SDES

In addition, SDES recognizes the advancement of technology as a means of serving all students and enhancing their success. SDES is committed to identifying and employing the best technological tools available in the interest of achieving best practices.

Yet despite the evolutionary changes that have impacted institutions of higher education, the tradition of developing the whole person persists as an important aspect of colleges and universities (Pascarella and Terenzini, 2005). SDES is committed to this charge.

Sincerely,



**Maribeth Ehasz**

*Vice President, SDES*







# I. STUDENT WELL-BEING

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**T**hrough a holistic approach, SDES fosters a university-wide collective community of care in which students develop knowledge and skills to identify meaning and purpose, build resilience, increase engagement, and exercise harm-reducing choices to minimize impediments to academic progress and positively impact retention and graduation rates.

## METRICS

- A. Decrease high-risk behavior by 5 percent by implementing comprehensive prevention, intervention and recovery models to address student high-risk behavior.
- B. Increase by 5 percent the number of students who indicate that student health and well-being is a priority at UCF.
- C. Increase by 5 percent the number of students indicating they feel supported in managing life issues outside the classroom (family, work, etc.).
- D. Increase by 5 percent the number of students reporting improvement at handling personal and professional setbacks.
- E. Reduce by 5 percent the number of students identifying stress as a barrier to academic success.

## STRATEGIES

- 1. Expand and promote a comprehensive campus-based continuum of care for students, leveraging technology where applicable, to support the UCF community.
- 2. Expand and promote student awareness, education, knowledge, skill building and prevention initiatives regarding well-being, healthy choices, physical activity, coping skills, nutrition, help seeking, mental health, resiliency and high-risk behaviors.
- 3. In conjunction with underrepresented populations, focus on education, skill building and programming to expand inclusiveness efforts of well-being.
- 4. Infuse “well-being” and “resiliency” language into all aspects of our campus community initiatives including trainings, workshops and programming in order to increase student access to these concepts.
- 5. Implement and promote an integrated health and wellness model (mind, body and spirit), including the implementation of well-being prescriptions, for students at UCF Downtown.
- 6. Develop a unified implementation and assessment plan of well-being for students accessing SDES resources to determine effectiveness and progress toward desired well-being outcomes.
- 7. Expand bystander intervention programming initiatives to continue educating students and staff on identifying and reporting barriers to academic progress for students.

## 2. STUDENT ACCESS AND OPPORTUNITY

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**T**hrough carefully developed enrollment strategies, SDES will implement collaborative processes and leverage technology that supports the university mission to provide access to an ever-expanding community of diverse and academically talented students.

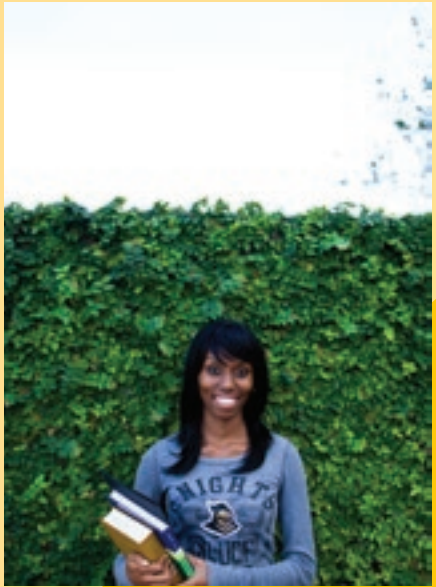


## **METRICS**

- A. Increase by 2 percent annually the number of Fall FTIC enrollees who meet or exceed an average 4.0 GPA and 1270 SAT.
- B. Increase by 2 percent annually the number of students who reflect the family income and demographic distribution of the region.
- C. Increase by 2 percent annually the number of new students who enroll at UCF.
- D. Achieve top 25 ranking among all colleges and universities and a top 10 ranking among public colleges and universities who enroll National Merit Scholars.
- E. Increase by 2 percent annually enrollment of Hispanic students, including at least 30 National Hispanic Scholars.
- F. Increase by 5 percent the number of students participating in pathway programs that promote access to UCF.

## **STRATEGIES**

- 1. Develop an innovative and forward-thinking recruitment plan while leveraging the latest technology to achieve incoming FTIC student metrics and support attaining pre-eminence.
- 2. Boost effective pathway programs for transfer students while strengthening and advancing the partnership with our DirectConnect institutions, including recruitment of diverse student populations.
- 3. Enhance partnerships with local and regional public and private schools by providing effective pathways and access to higher educational experiences for talented and diverse student populations.
- 4. Develop an innovative plan for UCF Downtown that will focus on the recruitment of talented and diverse students from the Orlando metropolitan area.
- 5. Work with the UCF Foundation to foster philanthropy efforts that support student access, student success and scholarship resources.
- 6. Increase education and awareness of current and emerging pathway programs supporting Latino and DACA students.



## 3. STUDENT LEARNING AND SUCCESS

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**T**hrough curricular and co-curricular learning experiences, SDES will facilitate a wide range of face-to-face and online intentional interventions, academic success programs and services that engage students in accessible, holistic development opportunities that drive retention, persistence and degree completion.

## **METRICS**

- A. Achieve first-year retention of 92 percent for fall FTIC students.
- B. Accomplish a six-year FTIC graduation rate of 75 percent.
- C. Accomplish a four-year FTIC graduation rate of 60 percent.
- D. Attain a four-year graduation rate of 75 percent for transfer students.
- E. Increase by 10 percent the number of undergraduates participating in co-curricular learning experiences either on or off campus.
- F. Eliminate the success gap between FTICs and Florida state and community college transfers.
- G. Increase by 10 percent the undergraduate retention, progression and degree attainment of specific diverse, high-risk student cohorts.

## **STRATEGIES**

- 1. Coordinate Student Success Process Improvement teams to identify, assess and enhance existing programs, processes and practices for all students, especially those most in need of our attention.
- 2. Develop, benchmark and track annually the co-curricular learning experiences in which students' engagement with faculty and staff is increased and enhanced.
- 3. Identify research-based, data-informed strategies to impact the number of students attaining a degree.
- 4. Maximize application of projects (e.g. myKnight STAR, Re-Imagining the First Year and Transfer Alliance) to expand academic success practices for first-year students.
- 5. Develop effective student support systems for UCF Downtown.
- 6. Establish a baseline and utilize technology such as predictive analytics to track retention, progression and degree attainment of individual students.

## 4. STUDENT CAREER READINESS AND POST-BACCALAUREATE SUCCESS

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**T**hrough the application of a multilayered approach that includes career exploration, co-curricular learning experiences and employability skill development, students will be equipped with the necessary tools for success in the world of work, professional school or graduate school.





## METRICS

- A. Decrease by 5 percent the diverse undergraduates seeking employment but not starting their job search prior to graduation.
- B. Increase by 10 percent career readiness early interventions, programs and services for undergraduate students.
- C. Increase by 5 percent the number of graduates earning \$25,000 or more, one year after graduating.
- D. Increase to 100 percent the number of OPS students recruited through the centralized job posting system by SDES departments.

## STRATEGIES

- 1. In collaboration with our college partners, implement the strategies defined through the “Ready, Set, Work” University Challenge to support career readiness among undergraduate students.
- 2. In conjunction with the College of Undergraduate Studies, develop, enhance and support student co-curricular learning experiences, in which the value of that experience is reported by students to increase over time.
- 3. In support of the UCF Quality Enhancement Program, develop and advance curricular, co-curricular and career preparation experiences that will foster students’ abilities to integrate learning.
- 4. Identify, assess, and enhance existing programs aimed at career readiness and support for diverse student groups.
- 5. Leverage technology to innovate career readiness program delivery methods, accommodate scale and improve access to resources for all students and alumni.



## 5. STUDENT ADVOCACY, EQUITY AND INCLUSION

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**T**hrough valuing equity, diversity and inclusion, and challenging injustice, SDES is committed to building an inclusive campus community where civil discourse is encouraged and the welfare of all members is not constrained by identity, background characteristics, group membership, political affiliation or positions on issues of substance.

## **METRICS**

- A. Develop and implement services to achieve a first-year retention rate of 92 percent for fall FTIC Hispanic students.
- B. Increase by 20 percent students' understanding and knowledge regarding free speech and university free-assembly policies.
- C. Increase by 20 percent the number of campus dialogues and conscious conversations between students, student organizations and other constituents.
- D. Increase by 20 percent the number of students who participate in diverse civic engagement or community service learning opportunities.
- E. Reduce by 15 percent the number of bias incidents reported on campus and in the surrounding community.

## **STRATEGIES**

- 1. Identify, assess and enhance existing programs that help create a welcoming campus environment to facilitate recruitment, retention and graduation of diverse student populations.
- 2. Establish a baseline of students' knowledge of free speech and university free-assembly policies to track changes and improvements.
- 3. Develop a proactive and inclusive approach to support attainment of awards, recognitions and high achievements of diverse student populations.
- 4. Infuse student advocacy, equity, awareness, and inclusion into existing marketing and communication strategies.
- 5. Facilitate diverse and inclusive campus conversations and partnerships that advance understanding of different viewpoints and increase the number of activities that provide students opportunities for meaningful interaction with students different from themselves.
- 6. Develop actions and initiatives that increase the number of civic engagement and community service learning opportunities for students, including within UCF Downtown and surrounding communities.

*Work Team Discussions*

*Determine Student Learning Outcomes and Assessment Methods*

*Town Hall Meetings*

*Define Goals and Timeline*

*UCF Collective Impact Strategic Planning Kickoff*

**INFORMATION GATHERING**

*Engage stakeholders and conduct data analysis*

2016

2015



*Infuse University  
Goals and Objectives*

*Solicit Feedback from  
SDES Leadership Council*

*Revise Initial  
Draft Based on  
Collected Input*

*Finalize Plan*

**SDES FALL LAUNCH**  
*Release final strategic plan*

*Implementation*

**Co-curricular learning experiences** present students opportunities that contribute to acquiring core competencies including **adaptability, decision making, problem solving, teamwork, leadership, civic virtue, critical thinking, interpersonal skills** and **practical competence**. The co-curriculum provides a way in which college students begin to express their own goals, values and interests, and are prepared for success in their lives after college. Over time, these opportunities expanded to include a wider variety of programs



### SUPPLEMENTAL INSTRUCTION

Peer-facilitated sessions connected directly to a specific course where students review material in a group setting that provides integrative experiences and promotes deep learning.



### PEER TUTORING

Small peer-led study groups associated with specific course subjects where students engage in learning activities in a positive environment.



### REGISTERED STUDENT ORGANIZATIONS

Provides quality opportunities that enrich students' academic endeavors and enhance the campus environment. Students and staff collaborate to develop programs and services that encourage students' personal growth, to promote civic responsibility, embrace differences, and connect students to the campus and the community.



### ALL-KNIGHT STUDY

Provides students opportunities for collaboration, interactive study space and 24-hour access.



### STUDENT GOVERNMENT ASSOCIATION

Students who are elected or appointed in their role are able to learn multiple aspects of group development skills in the process of leading others. Controversy with civility, collaboration, and common purpose elements are all important skills for leaders to gain while supervising and influencing others.



### MENTORING AND ACADEMIC COACHING

One-on-one meetings with a peer coach or mentor to review learning strategies, explore academic resources and elaborate a plan for success.



### WORK EXPERIENCE

Provides students real-life experience in the global workforce and a means to afford a college education and reduce college debt.



### PERSONAL WELLNESS AND FITNESS ACTIVITIES

Comprehensive programs and high-quality facilities that foster healthy lifestyle choices and encourage students to practice lifelong skills, including group fitness, personal training, wellness coaching, stress management and nutrition education.

designed to impact student success in terms of **retention, graduation** and **learning positively**. Co-curricular learning experiences are widely recognized as purposeful engagement of students in the process of acquiring competencies through specific and deliberate behaviors that are transformative in nature and place the student's reflective process at the center of the learning experience (See Dean 2015, Kuh 2001, Meents-DeCaigny and Sanders 2015, Sterling and Kerr 2015).



### **ALTERNATIVE BREAK PROGRAMS**

Provides students with cultural immersion experiences, both in the region and internationally, that include service and educational growth opportunities.



### **CLUB SPORTS, RECREATION AND INTRAMURALS**

Provides students with organized programs including recreational and competitive individual and team sports participation, outdoor adventure pursuits, adaptive recreation activities and aquatics programs.



### **STUDENT LEADERSHIP PROGRAMS**

Comprehensive programs that provide leadership education to create opportunities that challenge, empower and educate students to become social change agents in a global society.



### **SOCIAL JUSTICE AND ADVOCACY**

Promotes an equitable campus environment to increase equal access to campus resources and opportunities, while cultivating inclusiveness to the least advantaged members of the campus community.



### **COMMUNITY SERVICE AND VOLUNTEERING**

Students who engage in integrated service experiences with a reflection component are able to understand how service affects the larger cause and helps individuals become better leaders.



### **RESIDENCE LIFE CURRICULUM**

Focuses on educating students to become active, engaged and productive global citizens.



### **LIVING LEARNING COMMUNITIES**

Groups of students placed together on a floor or within a building based on a common major, interest or program. Students in these communities typically experience higher GPAs and retention rates compared to students who do not participate in living learning communities.



### **INTERNSHIPS AND ASSISTANTSHIPS**

Provides students on-the-job training that will increase core competencies and prepare them for life after graduation.

**UNIVERSITY OF CENTRAL FLORIDA**

STUDENT DEVELOPMENT  
AND ENROLLMENT SERVICES

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