The University of Illinois at Chicago

The 2018 - 2021 Strategic Plan

Goals for Academic Year 2018 - 2019

Student Success, Learning Support, and Inclusive Excellence

Student Affairs

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The 2018-2019 Strategic Plan

Dr. Rudy M. Molina, Jr.
Associate Vice Chancellor

Student Success, Learning Support & Inclusive Excellence

Student Affairs
The University of Illinois at Chicago

Leadership Team

Ariel Montgomery
Office Support Associate, Student Affairs

Dr. Shannon M. Williams
Director, TRIO

Jeff Brown
Director, African American Academic Network

John DeVries
Administrative Associate, Business

Cynthia Soto
Director, Native American Support Program

Dr. Geoff Thames
Director, Ace

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Introduction

The purpose of this document is to articulate the strategic framework, focus areas, goals, and action items for the area of Student Success, Learning Support, and Inclusive Excellence within Student Affairs at the University of Illinois at Chicago (UIC). The Strategic Plan consists of four sections. First, the Mission, Vision, and Core Values. Second, the Strategic Context and Framework that support the foundation of this plan. Third, a list of SMART Goals that will represent the focus of the area's activities over the next year. Last, the comprehensive action plans that describe the specific steps, key participants, and the completion dates needed to achieve each goal.

Mission

At our core, we view students as learners, provide holistic, dynamic, and highly personalized support services that empowers and equips students to master academic, social, career skills so they find success in the classroom, community and in the world.

Vision

We aspire to be the premiere model for student success in higher education.

Core Values

Our promise is to work from a place of *hope* and to infuse *care* into each program, service, and interaction that we have with you. The following core principles is what guides our approach.

Learning: Students seeking learning strategies and opportunities are encouraged to learn in their own unique way based on their individual strengths.

> Our Promise: *We will provide you with the tools to find success, in and outside the classroom, self-regulate learning devised for career success.*

Quality: Each learner's unique life-story has value and is important.

> Our Promise: *We will take the time to listen to you and place value in your story.*

Transformation: Reflecting on the past and planning for the future leads to individual transformation.

> Our Promise*: We will partner with you during your journey of success.*

Equity: Equity is achieved when diversity is valued and environments are inclusive.

> Our Promise: *We will meet you where you are at so that you experience a sense of belonging.*

Success: Access to a holistic experience in higher education creates opportunities to excel and succeed beyond the classroom.

> Our Promise: *We will advocate for all students as they seek educational opportunities to enhance their overall college experience.*

Prioritized Value Statements

- Strengthen partnerships across the campus (20)
- Greater knowledge of learning strategies, tools and techniques (16)
- Building understanding of a student-centered (learner-centered) culture (16)
- Increase programmatic opportunities for students to build community (15)
- Focus on helping students persist through graduation while enrolled at UIC (15)
- Greater campus awareness of the resources and services offered by your unit (15)
- Wider and deeper pipeline of access for all students (12)
- Greater attention on programs and services and partnerships that provide students with career-ready skills (12)
- Share a comprehensive version of the student story (12)
- Increased competency and proficiency among the professional team (12)
- Improved student and customer service (12)
- Identify new revenue sources to support student engagement and career development (10)
- Build student financial literacy and awareness (10)
- Better use of systems, data, and assessment practices (10)
- Create a culture of care across all units and with all employees (10)
- Increased sense of inclusiveness and equity (9)
- Improved student and customer service (6)
- Greater emphasis on first-year students (Freshman & Transfers) (6)
- Greater emphasis on First-generation college enrolled (6)
- Strengthen partnership in the community (6)
- Higher priority of life-long learning and civic engagement (6)
- Establish a greater representation of participant demographics who are using our programs and services (6)

National, State, and University Context

The landscape for institutions of higher education continues to change, which is why it is critically important for campus leaders to build strategic partnership and harness the support of all resources to support student success. Below are five topics that are relevant in the literature, which provide a context for how and why our team will continue to set and achieve the goals outlined in this document.

Growing Accountability: Public institutions of higher education (colleges and universities) are being asked to define and demonstrate student success in and out-side of the classroom. In many cases, core metrics such as enrollment, retention, graduation, career placement are drafted by boards of regents and other governing bodies. Regional and national accreditors are placing greater emphasis on infusion of best practices in the curriculum and timely progress towards degree. The consumer (parents and students) are demanding greater support services, higher commitment to quality, and a clearer articulation of how the degree leads to a career. (Daugterty, K.J. et al, 2013; Conner, T.W. and Rabovsky, T.M., 2011)

Declining Public Funding: Historically, the state has subsidized the costs of a public higher education. As a result of greater enrollment and demand, the state has found it very difficult to prioritize and sustain that support. Currently, the trend has been to reduce state funding, which forces public colleges and universities to off-set that income. They are forced to pass that investment on the consumer by increasing enrollment, increase tuition, add related fees, offer new types of degrees and transform infrastructure. This trend tends to impact those who are already on societal margins such as ethnic minorities, first-generation enrolled, transfer students, and women, to name a few. (Mortenson, 2015; Seltzer, 2017)

Increased Costs: The main reason why costs for higher education continue to rise, despite an era of relatively low inflation, is that a degree is classified as a service, not as a product. As product-orientated economies go down due to inexpensive labor, and new technologies in materials, the university degree is attained as a result of humans (instructors) providing service to other humans (students). The costs for services continues to rise because of increased labor costs such as compensation, health care, and other employee related expenses. As students require additional services, particularly those with less college knowledge and experience, more services are rendered contributing to a complex dilemma -- those who need *it* the most, get less of *it*. (Desrochers & Hurlburt, 2016)

Shifting Student Demographic: The student population on college and university campuses will continue to shift and grow. According to the US Department of Education, Latinos (42%), African Americans (25%), and Asian-pacific Islanders (20%) and whites (4%) are expected to grow. Much of the growth is among first-generation enrolled and transfer students. (US Department of Education, 2016)

Complexities of Health and Wellness: There is a reported increase in students with behavioral and mental health diagnosis in higher education. Many students are entering college with a clinical diagnosis and participating in a medical intervention. Other students are receiving new diagnosis while enrolled at some point in their college career. There is already a link between behavioral and mental conditions and poor academic health outcomes. Further complicating this

phenomenon is another trend occurring parallel, which is the use of substances, often times highly addictive, and many times prescribed controlled substances. Research has shown that clinical depression and anxiety are both found to be highly prevalent among college enrolled students and depression was found to be a strong predictor of lower GPA. Other topics such as suicide ideation have not received as much attention in the research, yet trends suggest that suicide among college students is an increasingly important topic that will require further research. (De Luca, Franklin, Yueqi, Johnson, & Brownson, 2016; Arria, et al., 2012; Eisenberg, Goldberstein, & Hunt, 2009; Lipson & Eisenberg, 2013).

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Strategic Framework

Student Affairs embodies excellence and innovation in program and service delivery that builds a vibrant campus life while enlivening the University's four Strategic Priorities.

UIC Strategic Priorities

In collaboration with our Area, Divisional, and campus partners, the Student Success and Learning Support area of Student Affairs will continue to focus on student access, completion, skill development, and career placement by emphasizing the following divisional priorities:

Student Experience and Success

To deliver an engaging experience outside the classroom with opportunities for internships, employment, activities and student organizations.

National and International Impact and Visibility

To support students engaged in academic research and be a leader in assessment-based outcomes in the field of Student Affairs.

Chicago and Community Engagement

To utilize all that the world-class city of Chicago offers to enhance the student experience.

Entrepreneurial University

To constantly innovate programs and services and look to new streams of revenue to support the vision of Student Affairs.

Student Affairs Priorities

Foster a Student-Centered Culture That Serves as a Cornerstone for the Work of Student Affairs

A "students first" culture will drive Student Affairs to ignite students' passion by enriching their academic, personal, and professional goals. Inherit is our responsibility to support and advocate for diverse students, create engagement experiences, provide mechanisms for student learning/feedback, and support students in distress. In this process we foster a sense of belonging, career/professional astuteness, interest in lifelong learning, community service, and the application of tools to care for themselves and others.

- Cultivate Student Support & Advocacy
- Develop Community through Diversity, Inclusiveness, Equity, & Social Justice
- Enhance Student Engagement through Programs & Services
- Foster Student Learning

Supporting Research:

- ✓ Underserved students have been tend to have enhanced college experiences when participating in High-impact practices (Kuh, 2008)
- ✓ Unfortunately, very few of today's college enrolled students actually participate in high-impact practices, and this is disproportionally true for students who are ethnic minorities, first-generation, and transfer students, and women in STEM (Kuh, 2008)
- ✓ Kinzie (2017) and Kuh (2013) suggests that purposefully incorporating and measuring the 8 tenants of high-impact practices may be more important for campuses than building out the 10 high-impact practices, themselves 8 elements: http://nsse.indiana.edu/pdf/presentations/2015/AI_2015_Gonyea_Zilvinskis.pdf) 10 HIPs: https://www.aacu.org/sites/default/files/files/LEAP/HIP_tables.pdf
- ✓ Finley and McNair (2013) concluded that purposeful programming within the first-year and third-year can lead to greater impact in the second-year and fourth-year
- ✓ Although high-impact practices have proven to be effective, campus leadership need to place greater emphasis on their respective community, attempting to meet the unique needs of their students, staff, faculty, and surrounding community (Brownell and Swaner, 2009)
- ✓ According to the Employer Survey and Economic Trend Research (2015), employers overwhelmingly endorse broad learning and cross-cutting skills as the best preparation for long-term career success (http://www.aacu.org/leap/public-opinion-research)

Enhance Welcoming and Modern Environments That Build Community

State of the art facilities should be an essential part of the UIC experience. UIC Student Affairs prides itself in providing, creating, and maintaining multifunctional, safe and inclusive spaces. Thus providing students an opportunity to meet a diverse student body, engage in high engagement activities, and support their overall student experience to build community. To achieve the UIC strategic priorities and be globally competitive, we must focus our efforts in upgrading and maintaining our facilities to the highest standards.

- Create Inviting, Safe and Inclusive Spaces
- Focus on Maintenance and Structures
- Enhance Flexible/Multifunctional Spaces

Supporting Research:

- ✓ Architectural design can interact with the nature of formal and informal learning experiences in higher education. Theory regarding the design of these types of spaces, however, is limited (Boys, 2010).
- ✓ A typology (operationalized as destination, identity, conversations, community, retreat, timely, human factors, resources, refreshment) was defined for informal learning spaces in postsecondary settings based upon a case study at Sheffield Hallam University (Harrop & Turpin, 2013).
- ✓ Holder and Lange (2014) found that the majority of students (approximately 80%) surveyed in their case study preferred to work alone in informal learning spaces. Students also identified noise, temperature, and the availability of electrical outlets as concerns for informal learning space. The researchers found that students used soft lounge-style seating equally compared to formal chairs and desks in informal learning space.
- ✓ Noise level, cleanliness, and comfort were rated as student priorities in informal learning spaces in a case study by Cha and Kim (2015). A logistical challenge in designing informal learning spaces is to balance overcrowded with underutilized areas.
- ✓ Informal learning spaces can be a home away from home, consistent with the notion of a 'third place'. Space alone cannot change learning, and this must be complemented with pedagogy that works with the informal learning space (Ferria et al., 2017). In this case study, the researchers found that students worked individually and collaboratively at about the same rate.

Create Synergy with City to Foster Mutually Beneficial Relationships Between Our Students and Chicago

UIC Student Affairs is well positioned to be a bridge between the University, the City and its residents, including alumni, by embracing our relationship and commitment to Chicago. We have an opportunity to model the relationship the University can have with the City through our programs on- and off-campus, in our facilities, as well as through partnerships created to support our students and surrounding community. We must further create intentional opportunities for students to learn by doing and develop into socially responsible active citizens by getting involved with neighborhood communities and the City. Capitalizing on Chicago's rich diversity will allow for students to interact with and learn from communities different than their own.

- Embrace Chicago as an extension of our Campus Community
- Foster Civic Learning & Democratic Engagement

Supporting Research:
- ✓ Dewey (1938), Dale (1969), and Kolb (1984), highlight how the connection between classroom learning and civic-engagement is part of the teaching and learning process.
- ✓ Brail (2013) found that service learning enables students to develop a deeper understanding of discipline-specific knowledge, such as volunteering at a food bank teaches them about the realities of inequality, hunger, and poverty far more effectively than listening to lectures or reading about the same topic.
- ✓ Astin et al (2000) found a positive relationship between service learning and 11 measured outcomes, including academic performance.
- ✓ Although the use of grades as a measure for learning is complicated, other studies (Mpufo, 2007 and Strage, 2004) that focused on service learning, found that student achievement, measured by grades, is positively influenced by participation.
- ✓ Brail (2016) found that civic engagement, in the form of service learning, has a greater impact on academic outcomes when compared to passive research on the same topic.

Focus on Organizational Effectiveness and Innovation

The heart of Student Affairs is its staff, a diverse collective of professionals responsible for working toward a bold vision. We must transform and empower the organization so that we are appropriately resourced, staffed, and structured to fully address ever-changing strategic priorities in support of our mission to intentionally engage each student.

- Defining the Student Centered Work Environment
- Nurture a Culture that Promotes Innovation & Integrity
- Create Cohesive Impactful Communication

Supporting Research:

- ✓ "Because learning and development occur over time and because all students don't learn or develop what an institution values at precisely the same time or under the same kinds of pedagogy or educational experiences, assess student learning and development is the responsibility of both academic and student affairs" (Maki, 2002, p. 1).
- ✓ Cross-division/campus collaborations and partnerships are essential to the overall success of students at any given institution. Through collaborations, consensus and understanding of desired outcomes and competencies, students will be able to earn a University degree and reach their goals of professional employment, building a career, and experience life-long learning (Keeling, 2004).
- ✓ According to Blimling and Whitt (1998), the ability to measure and interpret research regarding student learning in higher education is critical when establishing proper student affairs practices.
- ✓ Creating assessment practices for student learning and development in all Student Affairs programs in real-time that are relevant to the current experiences is essential (Bresciani, 2011).
- ✓ Transparency, in the form of prominently showcasing student learning outcomes is a best practice so that all constituents can review and evaluate for purposes of accountability, measured success, and pride (New Leadership, 2012).

Cultivate Enterprising Strength and Resources

Creative revenue streams and targeted spending are hallmarks of an organization with a strong economic awareness. We must assure that our budgets are aligned to our priorities aiding the broader goals of the University.

- Foster Entrepreneurship
- Expand Strategic Partnerships
- Enhance Development Opportunities

Supporting Research:

✓ The construct of the higher education market has generated serious initiatives in deregulating higher education, in developing performance-based models of resource allocation, in fostering inter-institutional competition and efficient management structures, and even in considering the 'privatization' of higher education. These developments affect particularly the financing of higher education, where new models of resource generation and allocation, institutional steering and controlling, and accountability are being explored. Within this context, and with a view towards the future of higher education, four issues are being examined in more detail: formula funding, the mobilization of external resources, the increase of tuition fees, and the creation of private institutions of higher education (Weiler, 2000).

✓ This trend tends to impact those who are already on societal margins such as ethnic minorities, first-generation enrolled, transfer students, and women, to name a few (Mortenson, 2015; Seltzer, 2017).

✓ The costs for services continues to rise because of increased labor costs such as compensation, health care, and other employee related expenses. As students require additional services, particularly those with less college knowledge and experience, more services are rendered contributing to a complex dilemma -- those who need *it* the most, get less of *it* (Desrochers & Hurlburt, 2016).

✓ The primary conclusions of their study (Cook & Lasher, 1994) were: (a) fund raising is a team effort, (b) an institution's president is typically the central player on the fund raising team, (c) presidents should focus their fund-raising attention and efforts on major gifts and administrative leadership, (d) academic quality and institutional prestige are of critical importance in higher education fund raising, and (e) fund raising is institution specific and, more importantly, context or situation specific.

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2018–2019 SMART Goals by Department

Ace

1. Throughout April 2018 – June 2019, with established on-campus partners (AAAN, NASP) and off-campus partners (University of Cincinnati), establish initial training curriculum, tracking procedures, and internal policies for the roll-out of the Peer Success Coach Program prior to the start of the Fall 2018 Semester. After the initial launch of the program, additional training will be delivered throughout the 2018 – 2019 school year on a weekly basis. The new trainings will be documented and compiled into a comprehensive training curriculum that will inform the construction of future training coursework.

2. By August 2018, through strategic recruitment efforts with AAAN, the office of Student Employment, and established campus partners, we will hire approximately 15 Peer Success Coaches who will be housed within AAAN and ACE by mid-May, 2018. In collaboration with AAAN leadership and the office of Student Employment, finalize hiring/onboarding/employment process for Peer Success Coaches who will be housed within AAAN and ACE by mid-August, 2018.

3. By December, 2018, through the development of campus partnerships (AAAN, NASP, Applied Health Sciences, Athletics, and SATech), establish ACE as a campus-wide training center for peer tutors. This will be measured by submitting a proposal for Level 1 College Reading and Learning Association (CRLA). Multiple certifications might need to be obtained based upon individual programmatic needs. In order for this goal to be successfully completed, an alternate tracking system for student visit data will need to be acquired.

4. By December 2018, in partnership with the College of Liberal Arts and Sciences, establish a pro-active approach to recovery through the First Year Seminar program. An opportunity exists to incorporate Peer Success Coaching as a wrap-around service to this program. The need for support with time management and academic skill development was expressed by upper leadership in LAS. This pilot project will involve 1-2 sections of the course, and details/logistics will be sorted out by late July, 2018. A 360^0 review of the pilot courses will be conducted in December, 2018 in order to inform the potential full roll-out of this service.

Testing Office

5. By the end of June 2018, establish leadership in the Office of Testing Services through hiring a new Assistant Director as a permanent position. Throughout the 2018-2019 academic school year, Assistant Director will work to expand the testing operation through partnerships outside of UIC. They will also establish an internal partnership with the DRC, and envision enhancements and renovations to the testing space. Additionally, the Assistant Director will become involved with the National College Testing Association (NCTA) or similar professional organization that supports testing in higher education.

African American Academic Network

6. By May 2019, the African American Academic Network will conduct success planning sessions with an emphasis on first time freshmen, continuing students and transfers that focuses on academic success and career exploration and opportunities. Our targets will be: First Time Freshmen: 50%, Continuing Students: 30%, Transfer Students: 20%, Success of this goal will be met when the aforementioned targets are met.

7. By May 2019, the African American Academic Network create and implement a recruitment/outreach plan that encompasses the South and West sides of Chicago with a particular emphasis on youth-based programs with high school aged students to enhance the pipeline to UIC. Our target will be to reach 200 high school students and develop a listserv where we communicate with students quarterly to share information about programs and events at UIC. Success of this goal will be met when AAAN reaches and develop ongoing engagement with 200, Chicagoland high school students.

8. By May 2019, the African American Academic Network will develop and maintain a Black Alumni Network where former AAAN participants and successful alumni can receive updates on campus events, donate funds for scholarship support, and provide mentoring to current UIC students. To date, no such effort has been established and maintained. Successful completion of this goal will include the creation and utilization of a Black Alumni database along with strategic connections between this group and current UIC-AAAN Students.

Native American Support Program

9. By June 2019, in partnership with the Native American Student Organization, the NASP will successfully collaborate with 2-4 additional campus units and 2-4 community organizations to implement cultural programming and activities highlighting Native American and Indigenous peoples, cultures and histories to educate and provide visibility to the students, staff, and campus community.

10. By January 2019, The NASP in collaboration with Great Cities Institute will offer an Urban Studies Internship credit course to 4-6 students interested in interning with the local American Indian community focused on policies, initiatives and narratives centered on urban Native populations.

11. By March 2019, NASP will apply to 1-2 grants to support student activities in NASP with a focus on culturally based initiatives on campus. One grant will support an Indigenous Artist in collaboration with the School of Art and Architecture with another grant focused on highlighting the Indigenous land acknowledge of the UIC Heritage Gardens specific to ongoing partnerships among the American Indian Center of Chicago, Heritage Gardens, Latino Cultural Center, and the NASP.

12. By September 2020, in collaboration with various partners across the city, NASP will establish a fundraising development plan to support initiatives and programs centered on 50 years of Natives at UIC.

13. By July 2019, in collaboration with the Office of Diversity, NASP staff will serve on the Native American Task Force. The committee will provide an overall assessment and recommendations on Native American issues and opportunities on campus provided by a group of appointed staff, f on a Native American task force.

TRIO

14. By June 2019, in partnership with the Financial Aid Office, TRIO SSS will focus on and complete presenting a series of three workshops to help the TRIO students learn and understand more about financing college and self-reliance as it may relate to their career goals. TRIO Student Support Program (SSS) will primarily serve low-income, first generation UIC students. In this capacity, the TRIO grant has set core program components. One of these components is Financial Literacy.

15. By August 2019, in collaboration with Admissions and the Office of Transfer Students, the TRIO Student Support Program will need to recruit, retain and graduate (within six years) 44% of new participants from the one hundred and sixty served students. Part of the mission requires TRIO to focus on building collaborations with internal partners to recruit students and replenish the undergraduate cohort pool to maintain the grant requirement of 160 participants. Academic year 2018-19 ends Aug 31st 2019, with the central focus being on transfer students, with a review of accepted applicants into the program by Oct 1 2019.

16. By June 2019, in collaboration with four select high schools, TRIO Upward Bound Program (UB) will serve low-income, first generation students from high schools in the Chicago area. The TRIO grant will need to recruit, retain and graduate the 113 students. These students are offered academic enrichment through the UB Saturday College. The goal for the overall program is to increase recruitment (new students and male students) from the target high schools and to improve Saturday college participation by 2% from the previous year's average attendance. Part of the mission in the 2018-19 academic year is for TRIO Upward Bound Program to focus on college bound H.S students and assist them with choosing and enrolling into institutions of higher learning including UIC.

17. By August 2019, TRIO Student Support Program (SSS) and TRIO Upward Bound Program (UB) will design and use new documentation processes and procedure models. These documents will be helpful for both programs to target structure and timing regardless of staff transitions and new initiatives. Logic models along with detailed timelines and protocols are targeted focuses for the upcoming year.

Administrative

18. By August 2019, the Associate Vice Chancellor of Student Success, in collaboration with the directors of the area, will have designed, implemented, and evaluated a

comprehensive employee engagement (EE) plan, measured by offering three professional development courses and three social events.

19. By November 2018, the area Business/Administrative Associate, in collaboration with Student Affairs HR and UIC HR, will develop a comprehensive guidebook for the recruitment, interview, & on-boarding process for position openings and new hires. A guidebook will assist the AVC, Directors, and staff in deciphering the labyrinth of regulations for each classification. There are up to six employee classifications in Student Affairs, and each one has its own recruitment and on-boarding process. The guidebook will consist of six sections, one for each of the employee classifications.

20. By June 2019, complete the new annual budget for the TRIO-Upward Bound Program. The new five-year contract for Upward Bound begins on 01 June 2018. Upward Bound has an extensive summer program that begins in July and requires a completed budget. The new budget will allow OBFS-Grants & Contracts to establish a new grant fund code where we can incur the costs. Additionally, having a final budget within two weeks of the start of the program year will ensure funds are not overspent and allow personnel encumbrances to be established. Two weeks is reasonable because the grant sponsor does not always send the Award Notification before the budget year begins.

21. By the end of Spring 2019, in partnership with targeted units and events (Financial Aid, Career Services, etc), the Directors will connect with campus colleagues to set up meetup opportunities for 3-4 high impact opportunities for peer coaches/students. Peer coaches will participate in # trainings and learn about campus resources. Peer coaches will participate in meetups to engage UIC students in attending # campus events as a group, while also providing a preparation conversation beforehand and/or a reflection afterwards.

22. By August 2019, in partnership with ? (LAS?), the Directors will create a summer bridge program for first-year? underrepresented students, including underrepresented groups in higher education, 1st-generation college students and low-income students. The summer program will include a funded credit-bearing course (x2) with a residential component that includes cultural activities, tutoring, & coaching.

23. By October 2018, establish a formal partnership with Career Services and the Excel Center Peer Success Coaching program. Career Services and the Excel Center will develop training for the Peer Success Coaches to connect UIC students to upcoming career services workshops, meetings with prospective employers, and upcoming job and internship fairs. Peer Success Coaches will be involved in workshops offered in partnership with Career Services during November, 2018 and February, 2019. Coaches will also arrange a 'Meet Up Event' with their students at the All Major Career Fair in March 2019.

2018-2019 SMART Goals with Action Plans

Foster a Student-Centered Culture

Action Plan for SMART Goal #1 – Geoff Thames (Director, Ace)

Throughout April 2018 – June 2019, with established on-campus partners (AAAN, NASP) and off-campus partners (University of Cincinnati), establish initial training curriculum, tracking procedures, and internal policies for the roll-out of the Peer Success Coach Program prior to the start of the Fall 2018 Semester. After the initial launch of the program, additional training will be delivered throughout the 2018 – 2019 school year on a weekly basis. The new trainings will be documented and compiled into a comprehensive training curriculum that will inform the construction of future training coursework.

Action	Key Person(s)	Target Date	Completion Date
Brainstorm key training topics for the roll-out of the Peer Success Coach training curriculum. Develop list of essential training topics for the Peer Success Coach program.	Rahman Ali Audrey Zenner Bahar Baniasad Jose de Leon Jon Mann Geoff Thames	4/6/2018	4/6/2018
Site visits to the University of Cincinnati and Miami University in Southern Ohio. Meet with staff to gain insight on successful coaching and student success programs.	Geoff Thames Golden Fanning (MU) Lauren Clark (UC) Hannah Williamson (UC)	4/9/2018	4/9/2018
Create a documents of key take-away items from site visit that will be used to inform the Process of training development	Geoff Thames	4/10/2018 – 4/13/2018	4/10/2018
Compile training topics and create initial training agenda with timeline for sessions. Considerations must be made for mandatory FERPA training for Peer Success Coaches. Contact Student Employment to acquire links to FERPA	Geoff Thames Carmen Garza (Student Employment)	4/10/2018 – 4/16/2018	4/16/2018

training for student employees.			
Submit initial tentative training agenda with selected essential topics to the ACE staff for review. Finalize feedback by the following Friday	Geoff Thames Rahman Ali Audrey Zenner Jon Mann Jose de Leon Bahar Baniasad	4/16/2018 – 4/23/2018	4/20/2018
Incorporate ACE staff feedback and revise training agenda. Submit initial agenda to AAAN and NASP for review. Request Feedback by following Thursday	Geoff Thames JB (AAAN) Cynthia Soto (NASP)	4/23/2018 – 5/23/2018	4/23/2018 - 5/23/2018
Incorporate feedback from AAAN and NASP, submit tentative training agenda to UC Learning Commons Staff for review. Request one-week for external review	Geoff Thames JB (AAAN) Cynthia Soto (NASP) Lauren Clark (UC) Hannah Williamson (UC)	5/23/2018	5/23/2018
Receive feedback from UC external review. Incorporate feedback and revise training agenda. Re-submit training agenda with essential topics for Peer Success Coaching roll-out to ACE, AAAN, and NASP Staff Members. Request that staff members select topics to lead.	Geoff Thames Audrey Zenner Bahar Baniasad Jose de Leon Jon Mann JB (AAAN) Cynthia Soto (NASP)	5/29/2018	5/29/2018
Create or decide upon lesson plan template for uniformity of instructional design. Request the development of training sessions. Training developed with active engagement opportunities for trainees.	Geoff Thames Audrey Zenner Bahar Baniasad Jose de Leon Jon Mann JB (AAAN) Cynthia Soto (NASP)	6/15/2018	5/29/2018 - 6/15/2018
Schedule team meeting for review and	Geoff Thames Audrey Zenner Bahar Baniasad	6/26/2018	Ongoing

discussion of training components.	Rahman Ali		
Finalize lesson plans, create presentation materials, share with team	Geoff Thames Audrey Zenner Bahar Baniasad Jose de Leon Jon Mann JB (AAAN) Cynthia Soto (NASP)	6/26/2018 - 8/14/2018	Ongoing
Roll-out training for new Peer Success Coaches	All	8/20/2018 – 8/24/2018	8/22/2018
Deliver weekly training/roundtable discussions with peer coaches.	ACE Staff AAAN Staff NASP Staff	8/31/2018 – 4/26/2019	4/26/2019
Document and compile weekly training, synthesize over the summer, and revisit initial training for F19 semester.	Geoff JB Cynthia Rudy	5/2019 – 8/2019	Ongoing

Foster a Student-Centered Culture

Action Plan for SMART Goal #2 – Geoff Thames (Director, Ace)

By August 2018, through strategic recruitment efforts with AAAN, the office of Student Employment, and established campus partners, we will hire approximately 15 Peer Success Coaches who will be housed within AAAN and ACE by mid-May, 2018. In collaboration with AAAN leadership and the office of Student Employment, finalize hiring/onboarding/employment process for Peer Success Coaches who will be housed within AAAN and ACE by mid-August, 2018.

Action	Key Person(s)	Target Date	Completion Date
Create, Edit, and Approve Peer Success Coach Job Description	Rudy Molina Geoff Thames JB	2/18 – 4/18	3/27/2018
Create and revise an online application form for Peer Success Coaches. Verify security of application platform	Rudy Molina Geoff Thames JB SATech	3/16/2018 – 3/20/2018	3/16/2018
Receive final edits, post Peer Success Coach job description to student employment job listings	Carmen Garza Geoff Thames	2/2018 – 4/10/2018	4/12/2018
Upload Peer Success Coach Job Description to Student employment Job Board and distribute among strategic partners.	Carmen Garza Rudy Molina JB Geoff Thames	4/11/2018	4/12/2018
Create Interview questions for Peer Success Coaches	Geoff Thames JB	4/11/2018 – 4/16/2018	4/23/2018
Create review documentation for Peer Success Coaches (Rubrics for application/interview).	Geoff Thames JB	4/11/2018 – 4/20/2018	5/2/2018
Create a 'Hire Folder' on the ACE shared drive. Create folders for student application materials, a spreadsheet with training requirements, and tracking.	Geoff Thames	4/11/2018 – 4/13/2018	4/13/2018
Create a Peer Success Coach Policy and Procedure manual.	Geoff Thames JB	4/11/2018 – 6/1/2018	6/1/2018

Begin Peer Success Coach Interviews, Hire approximately 5-8 coaches for the fall semester. Coaches must return for an initial hire meeting for I-9 documentation, FERPA Training, and confidentiality agreement.	JB Geoff Thames	4/23/2018 – 5/7/2018	8/22/2018

Foster a Student-Centered Culture

Action Plan for SMART Goal #3 – Geoff Thames (Director, Ace)

By December, 2018, through the development of campus partnerships (AAAN, NASP, Applied Health Sciences, Athletics, and SAtech), establish ACE as a campus-wide training center for peer tutors. This will be measured by submitting a proposal for Level 1 College Reading and Learning Association (CRLA). Multiple certifications might need to be obtained based upon individual programmatic needs. In order for this goal to be successfully completed, an alternate tracking system for student visit data will need to be acquired.

Action	Key Person(s)	Target Date	Completion Date
Establish campus partnerships for CRLA tutor training	Viviana (Health Sciences) Priscilla, Susan, Nick (Res Life) Jeff (AAAN) Cynthia (NASP) Carolyn (Athletics) LAS? Writing Center Staff	January, 2018 - ongoing	ongoing
Contact CRLA for feasibility of establishing ACE as a central tutor training hub at UIC.	Shawn O'Neil (CRLA)	1/2/2018	1/2/2018
Research an alternate tracking system to replace 'Who's Next?', request demos from multiple vendors in similar price range (Redrock Systems, Accudemia Solutions, and InsideTrack).	Rudy Molina Geoff Thames Matt Debelak (SATech) Jeff Brown (AAAN) Cynthia Soto (NASP) Laura Reed (Redrock) Tina Jones (InsideTrack), Chadd Blodgett (Accudemia).	1/2/2018 – 2/27/2018	2/27/2018
Decide upon, and purchase new tracking system (TBD)	Rudy Molina, Geoff Thames, Matt Debelak (SATech), Jeff Brown (AAAN), Cynthia Soto (NASP), John DeVries Matthew Miller (SATech)	6/30/2018	8/30/2018
Develop CRLA plan for Level I certification	Jeff (AAAN) Juanita McCary (AAAN) Cynthia (NASP)	3/16/2018	3/16/2018

	Viviana (Health Sciences) Priscilla, Nick(Res Life) Carolyn (Athletics) ACE Staff		
Initiate two lesson plans for CRLA submission	Jeff (AAAN) Cynthia (NASP) Viviana (Health Sciences) Geoff	5/16/2018 – 6/15/2018	6/14/2018
Initiate online CRLA application	Geoff	6/4/2018	6/1/2018
Acquire literature for annotated bibliography regarding the CRLA application	Geoff	6/11/2018 – 6/22/2018	6/11/2018
Create tutor self-evaluation and staff evaluation forms, and staff observation forms	Geoff Thames Jeff Brown Viviana Kababbe-Thompson	6/11/2018 – 6/22/2018	complete
Complete training sessions on Role of the tutor, cultural competence, learning styles, questioning techniques, beginning and ending a session, goal setting, critical thinking, and do's & dont's of tutoring.	Geoff Thames, Jeff Brown, Viviana Kababbe-Thompson, Cynthia Soto Audrey Zenner, Bahar Baniasad, Jon Mann	6/25/2018 - 8/3/2018	8/22/2018
Launch Training day	Geoff Thames, Jeff Brown, Viviana Kababbe-Thompson, Audrey Zenner, Bahar Baniasad, Jon Mann	8/20/2018 - 8/21/2018	8/22/2018
Collect tutor visit tracking data throughout fall semester, compile tutor evaluations, compile tutor observations, document progress on tutor training requirements.	Geoff Thames, Jeff Brown, Viviana Kababbe-Thompson	8/27/2018 - 12/7/2018	ongoing
Produce final submission for CRLA	Geoff Thames Shawn O'Neil (CRLA)	1/14/2019	5/6/2019

Foster a Student-Centered Culture

Action Plan for SMART Goal #4 – Geoff Thames (Director, Ace)

By December 2018, in partnership with the College of Liberal Arts and Sciences, establish a pro-active approach to recovery through the First Year Seminar program. An opportunity exists to incorporate Peer Success Coaching as a wrap-around service to this program. The need for support with time management and academic skill development was expressed by upper leadership in LAS. This pilot project will involve 1-2 sections of the course, and details/logistics will be sorted out by late July, 2018. A 360^0 review of the pilot courses will be conducted in December, 2018 in order to inform the potential full roll-out of this service.

Action	Key Person (s)	Target Date	Completion Date
Meet with Executive Assistant Dean of LAS to discuss possibilities of partnership	Brian Roessler Rudy Molina Geoff Thames	3/1/2018	3/1/2018
Establish a liaison within LAS to discuss specific programming opportunity	Geoff Thames Sandi Hall	3/22/2018	3/22/2018
Meet with LAS departmental liaison to discuss specific opportunities between ACE and LAS Advising	Geoff Thames Hilary Ozog	5/15/2018 – 5/17/2018	5/17/2018
Meet with LAS 1st year seminar coordinator to discuss Peer Success Coaching as a wrap-around service, in addition to any other opportunities for both units.	Geoff Thames Justin Wier	5/21/2018 – 5/22/2018	5/22/2018 – 5/31/2018
Speak with LAS Advisors who will be instructors in the First Year Seminar about the opportunity of Peer Success Coaching as a wrap-around service with their seminar courses. Identify 1-2 instructors for this pilot. Courses will be taught in the ACE classroom.	Geoff Thames Justin Wier Hilary Ozog LAS Advisors	6/25/2018 – 6/29/2018	Ongoing, TBD pending follow-up by Justin Wier
Meet with pilot instructors to discuss	Geoff Thames LAS Advisors	7/9/2018 – 7/13/2018	6/30/2018

course syllabi, learning outcomes, and the integration of the Peer Success Coaching.			
Appoint Peer Success Coaches to the pilot sections. Assign students as part of their case load. Brief coaches on the nature of the course and expectations of the service.	Geoff Thames Jeff Brown peer coaches	8/27/2018 – 8/31/2018	8/17/2018 - 8/30/2018
Request weekly updates (e.g., students seen, topics covered, ect..) from peer coaches regarding the pilot courses.	Geoff Thames Peer Success Coaches	Fridays: 9/7/2018 – 11/30/2018	ongoing
Meet with pilot course instructors once per month to discuss peer coaching outcomes and student cases.	Geoff Thames Jeff Brown Justin Wier	Monthly, TBA: Months of September, October, November, and December	ongoing
Assessment Plan: Conduct 360^0 review at the conclusion of the course. Students, coaches, instructors, and LAS leadership will be prompted to provide feedback on pilot. Assessment tools will be created following formative feedback from the first few months of the course.	Geoff Thames Hilary Ozog Justin Wier Brian Roessler students Mark Manderino Crystal Tse	12/3/2018 – 12/14/2018	9/11/2018 - ongoing
Incorporate feedback for large scale roll-out of the wrap-around service. Make modifications to the service based upon feedback.	Geoff Thames Hilary Ozog Justin Wier Jeff Brown	1/7/2019 – 1/18/2019	1/19/2019
Create proposal to modify service based upon feedback. Coordinate with LAS to incorporate changes to coaching service. Submit for review	Geoff Thames Hilary Ozog Justin Wier Jeff Brown	2/11/2019 – 2/15/2019	Ongoing

Work with LAS First Year Seminar coordinator and LAS liaison to incorporate changes for larger-scale roll out of coaching service.	Geoff Thames Hilary Ozog Justin Wier Jeff Brown	3/4/2019 – 3/15/2019	3/5/2019
Finalize implementation plan for full-scale roll (Fall, 2019) out of coaching service with LAS First Year Seminar	Geoff Thames Hilary Ozog Justin Wier Jeff Brown	4/8/2019 – 4/19/2019	

Create Synergy with Chicago

Action Plan for SMART Goal #5 – Geoff Thames (Director, Ace)

By the end of June 2018, establish leadership in the Office of Testing Services through hiring a new Assistant Director as a permanent position. Throughout the 2018-2019 academic school year, Assistant Director will work to expand the testing operation through partnerships outside of UIC. They will also establish an internal partnership with the DRC, and envision enhancements and renovations to the testing space. Additionally, the Assistant Director will become involved with the National College Testing Association (NCTA) or similar professional organization that supports testing in higher education.

Action	Key Person (s)	Target Date	Completion Date
Approve job description for Assistant Director, establish external advertising, assemble search committee, conduct search, hire new AD	Sue Kovacs Renee Fitzpatrick Geoff Thames Cynthia Soto John DeVries Paula Benton-Pierce	2/16/2018 – 6/29/2018	6/19/2018
Meet with DRC staff to explore opportunities for partnerships in the testing space.	Shelby Egan, Fernando Howell, Caryn Bills-Windt, Danielle Earls, Sumanth Bhaskaran, Geoff Thames, Bahar Baniasad.	6/5/2018	6/5/2018
Establish new Assistant Director for the Office of Testing Services. AD will join a professional testing organization (such as NCTA), and will evaluate the unit's operation	Geoff Thames New AD	7/2/2018 – 8/21/2018	7/16/2018
New AD will establish at least one new partnership with an outside UIC entity that will increase the unit's operation.	Geoff Thames New AD	8/20/2018 – 6/30/2019	4/29/2019
New AD will work with DRC and Facilities Management on renovations and upgrades to the testing facility	New AD Geoff Thames DRC Staff	7/2/2018 – 8/20/2019	Pending completion of security camera installation

Create Synergy with Chicago

Action Plan for SMART Goal #6 – Jeff Brown (Director, African American Academic Network)

By May 2019, the African American Academic Network will plan and conduct two service events with a focus on getting AAAN participants more engaged on campus, building a sense of community among students and their peers, and reaching out to the Chicagoland community.

Action	Key Person(s)	Target Date	Completion Date
Meet with students to gauge interest of service activities to conduct.	Jeff Brown	September 2018	September 2018
Confirm service event and plan out the program. (The initial goal was to conduct 2 service events for the academic year. AAAN actually conducted 4 separate service events)	Jeff Brown, Fuad Raji, Joseph Fields	October 2018	February 2019
Book Donation Drive (AAAN housed over 400 outdated academic books that took up critical space in the office. After researching a few places, the department donated all of the books to a non-for-profit organization, Turning the Page. There were 13 students who participated.	Jeff Brown, Debora Foster (Student worker) (We received support from the following student organizations: African Student Council, Black Student Union, Alpha Phi Alpha Fraternity, Alpha Kappa Alpha Sorority, and Phi Beta Sigma Fraternity.	September 2018	September 2018
School Supply Drive (To meet the needs of existing UIC students, AAAN collected over 200 items of school supplies to disseminate to current UIC students)	Jeff Brown, Debora Foster (Student worker)	January 2019	January 2019
Cookies With Care (19 Students wanted to connect to 2 often neglected Homeless Shelters, Pacific Garden Mission and Deborah's Place. 22 Students packaged over	Joseph Fields	February 2019	February 2019

1000 cookies and donated them to the men's and women's shelters.			
Goody Bags for Illinois Medical District (IMD) Guest House (17 students packaged 40 goody bags of trail mix to share with clients of IMD Guest House)	Fuad Raji	March 2019	March 2019

Foster a Student-Centered Culture

Action Plan for SMART Goal #7 – Jeff Brown (Director, African American Academic Network)

By May 2019, the African American Academic Network create and implement a recruitment/outreach plan that encompasses the South and West sides of Chicago with a particular emphasis on youth-based programs with high school aged students to enhance the pipeline to UIC. Our target will be to reach 200 high school students and develop a listserv where we communicate with students quarterly to share information about programs and events at UIC. Success of this goal will be met when AAAN reaches and develop ongoing engagement with 200, Chicagoland high school students.

Action	Key Person(s)	Target Date	Completion Date
Create List of Chicagoland, youth-based orgs for outreach (Contact was made with the following organizations: BUILD - Westside, Link Unlimited - Southside, Urban League – Urban League - Southside, One Goal – City wide, 100 Black Men of Chicago – City Wide	Joseph Fields, Jeff Brown	June 2018	July 2018
Letter campaign to organizations (Phone calls were made instead of letters)	Jeff Brown	July 2018	August 2018
Create and implement an immersion program (Keep It 100) where students visit campus, shadow current UIC students, and attend mock classroom (AAAN partnered with 100 Black Men of Chicago. The goal was to bring 50 of their student mentees to campus for a day/President's day where the student was out of school. Because of a lapse in communication and inclement weather, only	Joseph Fields	December 2018	February 2019

4 students participated in the program.			
Develop and maintain listserv of prospective students (With sign-in sheets and contact cards, we have captured information to create a listserv of prospective UIC students. We will continue to add to it and update it throughout the years to come.	Joseph Fields	Ongoing	Ongoing
AAAN hosted a number of school visits on campus. A total of 151 high school students met and spoke with AAAN staff throughout the year.	Joseph Fields	May 2019	May 2019
Immersion Program (During Black History Month)	Joseph Fields	February 2019	February 2019
Survey student participants of the Immersion Day Program		Spring 2019	
Link Unlimited Awards Celebration (Jeff Brown was invited to an Awards Ceremony where over 50 graduating seniors received scholarships and announced what college they would be attending in the fall. Out of 52 students, only 2 have chosen UIC for college. Additional meetings are being schedule to see how AAAN can partner with Link Unlimited and get more of their scholars exposure to UIC.	Jeff Brown	June 2019	June 2019

Foster a Student-Centered Culture

Action Plan for SMART Goal #8 – Jeff Brown (Director, African American Academic Network)

By May 2019, the African American Academic Network will develop and maintain a Black Alumni Network where former AAAN participants and successful alumni can receive updates on campus events, donate funds for scholarship support, and provide mentoring to current UIC students. To date, no such effort has been established and maintained but a new plan is being created to work on this ongoing goal. Successful completion of this goal will include the creation and utilization of a Black Alumni database along with strategic connections between this group and current UIC-AAAN Students.

Action	Key Person(s)	Target Date	Completion Date
Develop Partnership with Advancement and their Alumni Relations unit (There had been some movement within Alumni Relations and AAAN needed to re-establish a connection with that department) (Wendy Crupper is the Director of Engagement and Caryn Schultz-Korman is the Executive Director of UIC Alumni Association)	Jeff Brown	Summer 2018	February 2019
Create and update Black Alumni Listserv for outreach campaign (The easiest approach to get this project started was to focus on recent graduates that AAAN had a connection with already)	Jeff Brown	Ongoing	Ongoing
Invite Alumni to appropriate AAAN and campus wide activities, I.e. Black 2 School BBQ, We Are One Retreat, etc. (Alumni were invited to a few of AAAN's signature events as well as Black History month programs. We had alumni attend our Black to School BBQ and our	Jeff Brown	Ongoing	Ongoing

Convocation Ceremony)			
Maintain contact with Alumni quarterly to provide updates on services and relevant activities (While AAAN did not complete this action item, we have strategized to develop new ways of communicating with alumni which will include website updates, letters/emails, and possibly the development of a newsletter or extend the existing Excel Center Newsletter to alumni we are trying to reach.)	Jeff Brown	December 2018 & May 2019	Ongoing
Survey Alumni to assess if outreach efforts are helpful in maintaining a level of connection with the campus (Because our communication strategy was not fully implemented, we did not reach out to alumni to discuss our outreach efforts.	Jeff Brown	Spring 2019	Ongoing
This goal will be ongoing as connection with Alumni is a vital part of our programming efforts. Next academic year, AAAN will host 2 alumni/professional dinners where students can connect with alumni who have contributed to the areas of healthcare, technology, or entrepreneurship.)	Jeff Brown	Ongoing	Ongoing

Foster a Student-Centered Culture

Action Plan for SMART Goal #9 - Cynthia Soto (Director, Native American Support Program)

By June 2019, in partnership with the Native American Student Organization, the NASP will successfully collaborate with 2-4 additional campus units and 2-4 community organizations to implement cultural programming and activities highlighting Native American and Indigenous peoples, cultures and histories to educate and provide visibility to the students, staff, and campus community.

Action	Key Person(s)	Target Date	Completion Date
Schedule tentative dates for key November events – powwow, keynote speaker, Indigenous Peoples' Day.	Soto Parks NASO	January 2018	January 2018
Secure locations for powwow and Indigenous Peoples Day	NASO and Parks	February 2018	January 2018
Meet with students from the Native American student organization to discuss possible topics, events, and activities.	Soto	March 2018	March 2018
Create a tentative calendar of events	Soto	April 2018	April 2018
Schedule keynote speaker	Soto NASO president	September 2018	September 2018 (canceled due to funding challenges)
Solidify speakers and guest cultural presentations for Indigenous Peoples Day and NA month	Soto	September 2018	September 2018

Submit a "call out" to campus units and departments inquiring about how they will celebrate Native American month.	Soto	September 2018	September 2018
Create Marketing materials	NASO Soto	September - October 2018	September 2018 to November 2018
Host Indigenous Peoples Day	NASP NASO Team	October 2018	October 2018
Host Native American Month events	NASP team	November 2018	November 2018
Host a panel discussion with Great Cities Institute on "Natives in Chicago" on November 14	NASP Team and Great Cities Institute	November 14	November 2018
Submit survey about Native American month to attendees	NASP Team with Student Affairs	November 2018	December 2018
Host activities at Commuter Center for Spring Semester	Soto Adams Campus Partner	January 2019 March 2019	April 2019
Meet with committee for GNAS, Professionals Networking Social in February	NASP team	December 2018	February 2019
Host Collegiate GNAs Professionals Networking Social	NASP Team with community partners	April 2019	April 2019

Enhance Welcoming and Modern Environments

Action Plan for SMART Goal #10 – Cynthia Soto (Director, Native American Support Program)

By January 2019, The NASP in collaboration with Great Cities Institute Urban policies will offer an Urban Studies Internship credit course to 4-6 students interested in interning with the local American Indian community focused on policies, initiatives and narratives centered on urban Native populations. Create course completed

Action	Key Person(s)	Target Date	Completion Date
Meet with community organizations to discuss structure	Soto	May 2018	February 2018
Complete Momaradum of Understanding OU's with community based (informal contract) organizations between Great Cities Cuppa and NASP	Soto	October 2018	
Advertise the internship opportunity with Great Cities Institute	Soto in collaboration with Great Cities and Urban Studies	November 2018-January 2019	November 2018
Meet with students interested in the course on individual basis	Soto and Dr. Cordova	November to December 2018	January 2019
Placement of students in community organizations to begin internships (add more detail to it; components to work out, infuse it) portfolio for it what are some items to add to it)	Soto	January 2019	January 2019
Students submit final paper and evaluation of internships	Soto and Dr. Cordova	May 2019	May 2019

Organizational Effectiveness and Innovation

Action Plan for SMART Goal #11 - Cynthia Soto (Director, Native American Support Program)

By March 2019, NASP in collaboration with 2 units will apply to 1-2 grants to support student activities in NASP with a focus on culturally based initiatives on campus. One grant will support an Indigenous Lecture and Writing Series with the College of Education, Learning Sciences, and Northwestern University focused on increasing access to Indigenous Scholars and tools for publishing and writing their own stories. One grant will support producing a publication on Natives in Chicago with the Institution of Research on Race and Public policy.

Action	Key Person(s)	Target Date	Completion Date
Meet with Spencer Foundation Vice President	Soto Northwestern partner Spencer Foundation Vice President	November 2018	November 2019
Meet with College of Education Learning Sciences, Northwestern University Faculty to search for PI/faculty member	Soto Northwestern Partner	November 2018 (ongoing basis)	
Share draft of proposal to LSRI	Campus Partner - Faculty	December 2018	December 2018
Submit proposal to Spencer Foundation	Soto with LSRI and NWU	December 2018 Deadline is January 1, 2019	December 2018
Awarded Discretionary funding through Learning Sciences from the Spencer Foundation for "indigenous Lecture and WRiting Series"		January 2019	January 2019
Planning phase	Soto with NWU and LSRI	January 2019	
Nomination phase	ILWS Team	January 2019	
Schedule Orientation, dates, website, speakers, materials, etc.	ILWS Team	February 2019	February 2019
Meeting with Institute for Research on Race and Public Policy staff to discuss publication on Natives in Chicago	Soto	December 2018	December 2018

Convene community members to discuss challenges and opportunities, resources on data, visioning for publication.	Soto	January 2019	January 2019
Submit proposal to Spencer Foundation	IRRPP	January 2019	March 2019
Submit to American Indian College Fund for funding for the "Think Indian" Campaign to provide funding for mural piece with the Heritage Garden/AIC plot	Adams	March 2019 (we didn't get it)	March 2019

Organizational Effectiveness and Innovation

Action Plan for SMART Goal #12 - Cynthia Soto (Director, Native American Support Program)

By September 2020, in collaboration with various partners across the city, NASP will establish a fundraising development plan to support initiatives and programs centered on 50 years of Natives at UIC.

Action	Key Person(s)	Target Date	Completion Date
Determine a plan of action for celebrating 50 years of NASP at UIC	Soto	March 2019	ongoing
Convene a working committee	Soto	April 2019	TBD
Determine marketing plan and meet with Advancement	NASP and committee	May 2019	TBD
Begin marketing of celebration and events	NASP	January 2020	TBD
Host kick-off event for the 50 years event followed by year-long events, guest speakers, and fundraising opportunities	NASP	September 2021 – May 2022	TBD

Organizational Effectiveness and Innovation

Action Plan for SMART Goal #13 - Cynthia Soto (Director, Native American Support Program)

By July 2019, in collaboration with the Office of Diversity, NASP staff will serve on the Native American Task Force. The committee will provide an overall assessment and recommendations on Native American issues and opportunities on campus provided by a group of appointed staff, faculty, Alumni, and community members on a Native American task force.

Action	Key Person(s)	Target Date	Completion Date
Meet with Dr. Pallares to discuss feasibility to host a task force with the Office of Diversity (initiative suggested with past leadership of Office of Diversity)	Soto	March 2018	April 2018
Meet with potential task force members	Soto	April 2018	April to June 2018
Submit list to Dr. Pallares	Soto	May 2018	JUNE 2018
Official invites from Dr. Pallares and Rex Tolliver	Office of Diversity Student Affairs	June 2018	April 2019

Organizational Effectiveness and Innovation

Action Plan for SMART Goal #14 – Shannon M. Williams (Director, TRIO)

By June 2019, in partnership with the Financial Aid Office, TRIO SSS will focus on and complete presenting a series of three workshops to help the TRIO students learn and understand more about financing college and self-reliance as it may relate to their career goals. TRIO Student Support Program (SSS) will primarily serve low-income, first generation UIC students. In this capacity, the TRIO grant has set core program components. One of these components is Financial Literacy.

Action	Key Person(s)	Target Date	Completion Date
1.Coordinate workshops for college financial literacy. 3 time points: **Summer:** Understanding Financial Aid/FAFSA, & College Refund Strategy **Fall:** Scholarship workshop **Spring:** Understanding Financial Aid/FAFSA & College Refund Strategy	Marisol Paula Financial Aid Office	June 7, 2019	April 10, 2019
1a. **Summer** "Understanding Financial Aid/FAFSA, & College Refund Strategy" • Contact Financial aid to send a representative During the TRIO Summer Fire Start Program for both groups of incoming students, this workshop will review: FAFSA, defining EFC, college refunds, award letters, impact of course withdrawals, estimation of college costs, loans, payment plans, etc. 1. Includes explaining FAFSA application components, deadlines, and the outcome of submission as it	Marisol Paula Michelle Financial Aid: Deidre Rush and Melody Wheeler	Sep 1, 2018	July 19 & Aug 9, 2018

applies to the disbursement of funds for AY 2018-19. Also to educate students on the financial refund process and best practices to max the funds to lower final costs for college expenses. Explain how the money should be utilized to purchase books, lower tuition for the next semester and assist with housing expenses.			
1c. **Fall** "Scholarship Workshop" • Contact Kara for a date to present • Send evite, email poster, and text TRIO students. Assist students in understanding the common app process for SNAP scholarships and grants, including how to use best practices for personal statement effectiveness.	Marisol Kara Holloway	Dec 1, 2019	November 15, 2018
1b. **Spring** "Financial Literacy: Ways to build credit" • Work with SSS student to provide a financial literacy workshop • Send evite, email poster, and text TRIO students. During the Spring semester for all students, SSS will provide a financial literacy workshop to talk about financial health, credit, housing, and paying off loans in collaboration	Paula Justin Carmickle (SSS student, President of Phi Beta Sigma Fraternity, Iota Alpha Chapter)	May 1, 2019	April 10, 2019

with a SSS student, President of a fraternity			
STEPS to take: Each workshop will require the action and coordination of contacting the following campus partners: • Elicit student ideas - poll completed with topics of interest, and best availability • Financial Aid- to present & to obtain a TRIO liaison (meeting w/ Kiely Sep 6) • Meetings and conferences- schedule room if necessary • Arrange availability of presenters-where required. • Purchase of refreshments- where advised • Marketing – get recording set up for workshops, for students unable to attend Invite to attend – SSS students, UB students, and potentially programs in our SA Student Success units (AAAN, NASP..)	Paula –AD Marisol- Advisor Michelle-Program service aide Shannon - Director	As assigned to goal	June 1, 2019

Organizational Effectiveness and Innovation

Action Plan for SMART Goal #15 – Shannon M. Williams (Director, TRIO)

By June 2019, in collaboration with Admissions and the Transfer Assistance Center, the TRIO Student Support Program will focus on the recruitment of transfer students. SSS will need to recruit, retain and graduate (within six years) 44% of new participants from the one hundred and sixty served students as part of program objectives. Part of the mission requires TRIO to focus on building collaborations with internal partners to recruit students and replenish the undergraduate cohort pool to maintain the grant requirement of 160 participants. Academic year 2018-19 ends Aug 31st 2019, with a central focus being on transfer students, with a review of accepted applicants into the program by Dec 1 2018.

Action	Key Person(s)	Target Date	Completion Date
Collaborate with admissions and the transfer assistance center Talk to admissions about an attribute to help identify students transferring for possible TRIO recruitment	TRIO SSS team Director of Admissions and Transfer Assistance Center	August 2018 Ongoing AY 2018-21	August 2018
Connect with transfer students during the summer transition (Summer College connection) TRIO Fire Start summer immersion program (4 transfer students)	Marisol and Paula	August 2018	August 2018
Focus on transfer student applications in the Fall (12 applied and interviewed)	Marisol and Paula	December 2018	December 2018
Introduction with the transfer assistance center to discuss transfer initiatives and opportunities	Transfer Assistance Center Patricia Francey Shannon	February 2019	January 29, 2019
Have TRIO representation in the Transfer Retention Subcommittee (GAT) meetings	Shannon	March 2019	February 2019

Focus on transfer student applications in the Winter/Spring (3 applied and interviewed)	Marisol and Paula	May 2019	April 2019
Collaborate with admissions and the transfer assistance center for recruitment opportunities – Articulation Conference (April 26), Transfer Day, SSS visit days, etc	Admissions and Transfer Assistance Center Patricia Francey Shannon	May 2019	May 2019
Attend Cross-Campus Transfer Recruitment Information/Training Event	Transfer Assistance Center Patricia Francey Shannon Paula	June 2019	May 16, 2019
Tracking with Blumen To track TRIO contacts and visits, Blumen database software will be implemented; and "Who's Next" will verify all TRIO on campus contacts needed for Student Affairs and university tracking purposes.	Marisol and Michelle	June 2019	June 2019

Organizational Effectiveness & Innovation

Action Plan for SMART Goal #16 – Shannon M. Williams (Director, TRIO)

By August 2019, in collaboration with four select CPS high schools, TRIO Upward Bound Program (UB) will serve low-income, first generation students in the Chicago area. Part of the grant mission includes assisting college bound high students with preparing for and enrolling into institutions of higher learning including UIC. The TRIO UB program will need to recruit, retain and graduate 113 student participants. The UB students are offered academic enrichment through the weekly UB Saturday College along with a residential 5-week summer program, both held on campus at UIC. The goal is to recruit another 30 students during the 2018-19 academic year, including male students, from the target high schools and to improve Saturday college and/or summer program participation by 2% from the previous year's average attendance.

Action	Key Person(s)	Target Date	Completion Date
1. Increase presence and recruitment efforts at target high schools.	Sonya Janaya Torey Shannon	June 2019	June 2019

• CPS outreach
  • Email/call counselors and principals at all 4 high schools to rebuild partnerships – obstacles include: high school staff turnover, lack of CPS teachers, CPS schools with low attendance (on verge of collapsing), CPS schools overburdened, new background checks initiated, hard to get in the schools or schedule meetings, etc
  • Multiple time points throughout the year
	Sonya Janaya Shannon	Ongoing	June 2019

• CPS presence • Attend Fall recruitment events at 3-4 of the high schools (share application info)	Sonya Janaya Torey Shannon	December 2018	December 2018
• Discuss option to have space in schools (tutoring, advising, workshops)	Sonya Janaya	January 2019	January 2019

• Hire staff (full-time: AD, new advisor, support specialist; also tutors & extra help)	Shannon Sonya Janaya Juline John Cheri	May 2019	*Pending (HR steps)*
Goal: Recruit 20 new UB Program participants from the 4 CPS target high schools • Had a prospective list of 22 students from 2 schools (Fall) • Prospective list of 14 during Spring	Sonya Janaya Torey Shannon	May 2019	May 2019
Goal: Increase the number of male project participants by 2%	Sonya Janaya Torey Shannon	May 2019	May 2019
2. Increase communication with current and prospective students/parents	Sonya Janaya Juline Cynthia Torey Shannon	Ongoing	June 2019
• Send out student and parent surveys to collect program feedback; also initiate monthly metric survey in the Fall	Shannon	Ongoing	June 2019
• Initiate email and text messaging services with students and parents in the Fall (meetings, updates, events, reminders, etc)	Sonya Janaya Juline Cynthia Torey Shannon	Ongoing	June 2019
• Connect with UB student and parent leaders. Update and create student/parent handbook, and bylaws for group meetings, budgets, etc.	Sonya Janaya Torey Shannon	January 2019	January 2019
• Goal: Increase participation of UB Saturday College and/or Summer Program by 2%	Sonya Janaya Torey Instructors	Ongoing	August/Sep 2019
3. Initiate & improve weekly UB Saturday classes/workshops & events	Sonya Janaya Torey Instructors	Ongoing	October 2018

• Have orientation for students/parents & share new vision	Sonya Cynthia Shannon Instructors	October 2018	October 2018
• Create an engaging Winter Open House Conference event (speakers, raffles, activities, UIC basketball game, videos) – current & prospective students/families	Shannon Sonya Janaya Juline Torey Instructors	December 10, 2018	December 1, 2018
• Review & update UB Saturday curriculum	Janaya Instructors	January 2019	January 2019
• Provide new workshops and events (educational, cultural, college tours, guest speakers, volunteer)	Sonya Janaya Torey Shannon	Ongoing	June 2019

• Increase STEM initiatives and opportunities/ connections at UIC
  • Receive Dpt. Of Ed STEM grant ($31k)
  • Women in STEM Conference at UIC
  • Health Science Conference collaboration with the Urban Health Program
  • New technology
	Shannon UB team	Ongoing	June 2019

Goal: Increase preparation for & transition to college for graduating seniors, particularly UIC (applications). • 6 graduating seniors; 1 going to UIC	Sonya Janaya Torey Instructors	Ongoing AY 2018-21	June 2019

Organizational Effectiveness & Innovation

Action Plan for SMART Goal #17 – Shannon M. Williams (Director, TRIO)

By August 2019, TRIO Programs will collaborate with the UIC Excel Center (NASP, AAAN, Ace) & Student Affairs to create & implement the first annual First-Generation College Student Celebration! This new UIC initiative coincides with the second annual national TRIO celebration led by National TRIO COE & NASPA, and will continue as an annual event at UIC. TRIO Programs will continue the first-generation college student conversation by applying to a NASPA grant in collaboration with several staff across UIC.

Action	Key Person(s)	Target Date	Completion Date
Share previous 1st-gen college videos & send idea to create an event at UIC for the **first annual First-Generation College Student Celebration** that coincides with the national TRIO event	Shannon	October 2018	October 2018
Receive approval/support from AVC of Student Affairs	Shannon Rudy	October 2018	October 2018
Share idea with TRIO teams, LT team & campus collaborators to implement this celebration • Have several meetings to discuss plans	Shannon TRIO teams LT team Carlotta Rudy	October 2018	October 2018
Gather & purchase items for the event: • Catering • Raffle items • Balloons/decorations • Room reservations	Shannon Ariel Room reservations: Sladjana & Thea Budget: Excel Center	October 2018	October/November 2018
Work with campus marketing for materials, photography & video • Send out invites across campus, including newsletters, emails, posters, handouts, social media, banners;	Shannon Marketing: Francine UIC Creative & Digital Services UIC Connection: Joy	October 2018	October/November 2018

also Event Pass on UIC Connection			
Create agenda, activities, & invite speakers: administrators, students, staff, faculty	Shannon Ariel	October 2018	October/November 2018
Finalize room setup; SA tech swipe readers/iPads	Shannon Ariel TRIO Ace peer mentors SA tech Other campus staff	November 2018	November 2018
Have a successful 1st annual First-Generation College Student Celebration at UIC!	UIC	November 8, 2018	November 8, 2018
Create & send out post-event survey; send Thank you to attendees, campus supporters, & speakers!	Shannon	December - February	February 2019
Continue 1st-generation conversations for campus events, series, speakers, committees, grants, etc	Shannon LT team Rudy	Ongoing	Ongoing
Share NASPA Innovative grant – idea for 1st-generation college student initiatives	Shannon	March, 2019	March 26, 2019
Receive approval/support from AVC of Student Affairs	Shannon Rudy	March 2019	March 2019
Submit UIC Letter of Intent for NASPA innovative grant	Shannon	March 2019	March 28, 2019
Share idea with campus collaborators to work on grant (LT staff, TRIO, other UIC staff) Have several meetings to discuss & create grant submission (invite interested staff to 1st meeting April 4) – create box folder for materials; get form signatures (Rex & Rudy; ORS); budget updates, etc	Shannon John DeVries Joy Vergara Kelly McCray Carlotta Johnson	April 2019	March/April 2019
Submit NASPA innovative grant for first-generation college student initiatives at UIC!	Shannon John DeVries Joy Vergara Kelly McCray Carlotta Johnson	April 2019	April 12, 2019

Cultivating Enterprising Strength and Resources

Action Plan for SMART Goal #18 – Rudy M. Molina Jr. (Associate Vice Chancellor, Student Success, Learning Support, Inclusive Excellence)

By August 2021, the Associate Vice Chancellor of Student Success, in collaboration with the directors of the area, will have designed, implemented, and evaluated a comprehensive employee engagement (EE) plan, measured by three professional development courses and three social events.

Action	Key Person(s)	Target Date	Completion Date
Draft Engagement plan for Student Success Area	Rudy Molina	July 15, 2018	September 2018
Share Engagement plan with Student Success LT, prompt for contributions	Rudy Molina Jeff Brown Geoff Thames Cynthia Soto Shannon Williams John DeVries Ariel Montgomery	August 1, 2018	September 2018
Revise engagement/professional development plan	Rudy Molina	August 10, 2018	September 2018
Schedule PD sessions and social events	Rudy Molina Ariel Montgomery	October 5, 2018	October 2018
First PD event	Rudy Molina All Area	October 15, 2018	October 15, 2018
Second PD event	Rudy Molina All Area	November 5, 2018	November 5, 2018
First social event	Rudy Molina All Area	November 19, 2018	November 19, 2018
Second social event	Rudy Molina All Area	December 10, 2018	December 10, 2018
Third PD event	Rudy Molina All Area	January 14, 2019	January 14, 2019
Third social event	Rudy Molina All Area	February 11, 2019	February 11, 2019

Fourth PD event	Rudy Molina All Area	February 11, 2019	February 11, 2019
Send engagement evaluation to all area	Rudy Molina	March 4, 2019	February 18, 2019
Collect and analyze results	Rudy Molina	March 18, 2019	March 18, 2019
Present result to LT and Area	Rudy Molina Shannon Geoff JB Cynthia Melissa	April 2019	May 2019

Cultivating Enterprising Strength and Resources

Action Plan for SMART Goal #19 – John DeVries (Business)

By June 2018, complete the new annual budget for the TRIO-Upward Bound Program. The new five-year contract for Upward Bound begins on June 1, 2018. Upward Bound has an extensive summer program that begins in July and requires a completed budget. The new budget will allow OBFS-Grants & Contracts to establish a new grant fund code where we can incur the costs. Additionally, having a final budget within two weeks of the start of the program year will ensure funds are not overspent and allow personnel encumbrances to be established. Two weeks is reasonable because the grant sponsor does not always send the Award Notification before the budget year begins.

Action	Key Person(s)	Target Date	Completion Date
Confirm grant positions, personnel & salary for upcoming year.	John DeVries	May 1, 2018	May 1, 2018
Meet with Upward Bound Assistant Director to go over programmatic needs for the upcoming year.	John DeVries Charles Collins	May 15, 2018	May 10, 2018
Complete first draft of budget for management review.	John DeVries Charles Collins Paula Benton-Pierce	May 23, 2018	May 21, 2018
Receive new Grant Award Notification with budget amount.	Office of Research Services John DeVries	Late May/Early June 2018	June 8, 2018
Finalize budget with Upward Bound Assistant Director and TRIO Director.	John DeVries Charles Collins Shannon Williams	June 10, 2018	June 10, 2018
Compile and submit to ORS award submission documents with necessary signatures: Final Budget DoE Award Letter New PI Confirmation Indirect Cost Waiver Scope of Project f) Request for Action Form	John DeVries Shannon Williams Rudy Molina Rex Tolliver	June 10-15, 2018	June 15, 2018

Cultivating Enterprising Strength and Resources

Action Plan for SMART Goal #20 – John DeVries (Business)

By November 2018, the area Business/Administrative Associate, in collaboration with Student Affairs HR and UIC HR, will develop a comprehensive guidebook for the recruitment, interview, & hiring process for position openings and new hires. A guidebook will assist the AVC, Directors, and staff in deciphering the labyrinth of regulations for each classification. There are up to six employee classifications in Student Affairs, and each one has its own recruitment and on-boarding process. The guidebook will consist of seven sections, one for each of the employee classifications, and an additional section for defining terms.

Action	Key Person(s)	Target Date	Completion Date
Develop template used for guidebook.	John DeVries	July 1, 2018	July 1, 2018
Complete section on the hiring process for Academic Professional employees, consulting with SA HR and UIC HR.	John DeVries Cheri Canfield Odell Richmond (UIC HR)	July 31, 2018	July 30, 2018
Complete section regarding the hiring process for status Civil Service employees, consulting with SA HR and UIC HR.	John DeVries Cheri Canfield Shelissa Rodriguez (UIC HR)	August 31, 2018	August 28, 2018
Complete section regarding the hiring process for Extra Help employees, consulting with SA HR and UIC HR.	John DeVries Cheri Canfield Victoria Bronson (UIC HR)	September 15, 2018	September 15, 2018
Complete section on hiring process for Student Employees, consulting with the Student Employment Office.	John DeVries Carmen Garza	September 30, 2018	September 28, 2018
Complete section on hiring process for Graduate Hourly employees, consulting with SA HR.	John DeVries Cheri Canfield	October 15, 2018	October 12, 2018
Complete section on hiring process for Graduate Assistants, consulting with SA HR, UIC HR, and Office of Student Financial Aid	John DeVries Cheri Canfield Alpay Sarabi (UIC HR) Jose Ayala (SFA)	November 15, 2018	November 6, 2018

Cultivating Enterprising Strength and Resources

Action Plan for SMART Goal #21 – Rudy M. Molina Jr. (Associate Vice Chancellor, Student Success, Learning Support, Inclusive Excellence)

By the end of Spring 2019, in partnership with targeted units and events (Financial Aid, Career Services, Research & Leadership), the Directors will connect with campus colleagues to set up 3-4 high impact meetup opportunities for students with peer coaches. These meetup opportunities will engage UIC students in attending campus events as a group with peer coaches. Peer coaches will participate in trainings and learn about campus resources, and will also provide a preparation meetup beforehand and/or a reflection afterwards.

Action	Key Person(s)	Target Date	Completion Date
1. Leadership Team charged with Programming Targets – Director Collaboration – start planning/ begin group meetings: a. Start Planning Now, & Career engagement	Rudy Cynthia Geoff JB Shannon	Aug 16, 2018	Aug 16, 2018
• Peer coaches receive trainings	Geoff JB Peer coaches Various campus partners	Oct 5, 2018 (financial) Oct 31, 2018 (career) Feb 1, 2019 (career)	10/5/2018 10/31/2018 2/1/2019
• Select target programs o Set up meetings with campus partners to connect with several events	Cynthia Geoff JB Shannon Various campus partners	Nov 2018	10/1/2018 - Career Services

• Peer Coach marketing plan/media
  o Reviewing marketing plan with current partnerships
  o Set up meetup flyers/info
  o Share event information with students
	All staff
	Peer Coaches
		Nov 2018	Nov 2018

A. Financial Aid Set up meeting/connect with Financial Aid	Shannon Williams Kiely Fletcher	Oct 1, 2018	Sep 6, 2018

	Deidra (Director of Fiscal Operations/Financial Aid)		

• Connect with Financial Aid events; identify events/dates
  o Fall: Financial Aid Night (Oct 10)
  o Spring: IGNITE (April 6); Financial Aid Night (April 23)
	Peer Coaches	May 2019	May 2019

B. Career Services Set up meeting/connect with Career Services	Geoff Cynthia Thy (Career Services Director)	Oct 1, 2018	Oct 1, 2018

• Connect with Career events; identify events/dates
  o Career Fairs (Oct 26/Nov 2, Fall)
  o Suit Up Event (Oct 14, Fall)
  o Spring?
	Peer Coaches	May 2019	11/14/2019 - Career Exploration Brown Bag Lunch
			3/21/2019 - All Major Career Fair Meetup

• Follow-up with students to focus on internship placement, job shadows, site visits o Connect to UIC alumni, non-profit sector, and/or private corporations	All staff Career Services Peer Coaches	Aug 2019	On-going
C. Research Set up meeting/connect with campus research opportunities; identify events/dates	Cynthia UIC Impact – Jill	Nov 1, 2018	On-going
• Connect with Research events; identify events/dates o Grad student panel	Peer Coaches	May 2019	On-going
D. Leadership	JB Spencer Long	November 1, 2018	March 2019

Set up meeting/connect with leadership opportunities; identify events/dates			

• Locate any other campus events to participate in
  o Commuter Center, NASP beading, ACE puzzles, TRIO activities, sports, etc
  o identify events/dates
	All staff
	Rec Center
	Commuter Center
	CSI
		May 2019
		Dec 12, 2018 (puzzle @ commuter Center)
			12/10/2018 - 12/13/2018 (puzzle, CSRC)
			3/5/2019 - LOL event
			3/5/2019 - UIC Global Open House
			3/18/2019 - UIC Global progression information session
			4/10/109 - Game Night @ CSRC

Create Assessments/Evaluations o Collect pre- & post-surveys?	All staff Peer Coaches?	May 2019	June 2019

Cultivating Enterprising Strength and Resources

Action Plan for SMART Goal #22 – Rudy M. Molina Jr. (Associate Vice Chancellor, Student Success, Learning Support, Inclusive Excellence)

By August 2019, in partnership with the office of Enrollment Management, the English Department, Financial Aid, Excel Center, and Residence Life, a summer bridge model will be designed and launched for first-year, underrepresented students. The summer program will include the opportunity to take 1 credit-bearing course (ENGL 160), living in campus housing, co-curricular activities, and peer-based academic support, such as tutoring and coaching.

Action	Key Person(s)	Target Date	Completion Date
Leadership Team charged with Programming Targets – Director Collaboration – start planning/ begin group meetings: Summer bridge program	Rudy Cynthia Geoff JB Shannon	Aug 16, 2018	Aug 16, 2018
Determine specific population	Cynthia Geoff JB Shannon	Oct 15, 2018	Oct 1, 2018
Reach out to Admissions and Recruitment to establish partnership	Kevin Browne Oscar Rodriguez Rudy Molina	Dec 1, 2018	Oct 31, 2018
Budget Draft	Cynthia Geoff JB Shannon John	Feb 1, 2019	Feb 13, 2019
Reach out to Academic departments for course offerings	Mark Bennet Lisa Freeman Jane Rhodes Jeff Brown Rudy Geoff	Feb 15, 2019	Feb 13, 2019
Update Senior Leadership & ELT	Rudy Rex Kevin	Feb 1, 2019	Feb 13, 2019
Reach out to Housing to begin coordination	Res Life RA's Peer Coaches	Feb 1, 2019	Feb 13, 2019

Reach out to Financial Aid to begin partnership	Kiely Fletcher Rudy	Feb 1, 2019	Feb 13, 2019
Finalize marketing assets and materials and	Jeff Brown Joseph Fields	Mar 1, 2019	March 2019
Coordinate with Enrollment on recruitment parameters, establish process to create student recruitment list	Joseph JB Rudy	Mar 15, 2019	March 2019
Finalize Assessment & Evaluation Materials		Apr 1, 2019	June 2019
Finalize list of participants	Joseph JB	Jun 1, 2019	June 2019
First Day of Program (Student Check-ins, Orietnation, Learning Survey,)		Jun 24, 2019	June 2019
Last Day of Program (Completion Ceremony, Learning Survey)		Aug 2, 2019	
Assessment/Eval	Geoff Crystal Research Assistant	Aug 20, 2019	
Impact Report drafted	Joseph Geoff Jeff	Sep 1, 2019	

Cultivating Enterprising Strength and Resources

Action Plan for SMART Goal #23 – Rudy M. Molina Jr. (Associate Vice Chancellor, Student Success, Learning Support, Inclusive Excellence)

By October 2018, establish a formal partnership with Career Services and the Excel Center Peer Success Coaching program. Career Services and the Excel Center will develop training for the Peer Success Coaches to connect UIC students to upcoming career services workshops, meetings with prospective employers, and upcoming job and internship fairs. Peer Success Coaches will be involved in workshops offered in partnership with Career Services during November, 2018 and February, 2019. Coaches will also arrange a 'Meet Up Event' with their students at the All Major Career Fair in March 2019.

Action Item	Key Personnel	Target Date	Date Completed
Meet with Excel Center directors to establish plan that addresses programming targets.	Geoff Thames Shannon Williams Jeff Brown Cynthia Soto	9/20/2018	9/20/2018
Contact Career Services for initial meeting. Discuss scope of programming targets (Peer Coaches, workshops, prospective employers, job fairs).	Geoff Thames Thy Nguyen	10/1/2018	10/1/2018
Identify possible Key workshops, events, and training opportunities for Peer Success Coaches. Coordinate initial training with Career Services.	Geoff Thames Thy Nguyen	10/9/2018 – 10/26/2018	10/24/2018
Initial training for Peer Success Coaches (Topics TBD: Improvisation/Transferrable Skills)	Geoff Thames Career Services Staff	10/26/2018	10/26/2018
Coordinate with SAmarketing for materials for Spring Semester events *Peer Coaches ended up promoting the upcoming workshops with existing materials and items from Career Services.	Geoff Thames SAmarketing	10/31/2018 – 11/30/2018	
Peer Coaches assist with initial career workshop *Coaches were not invited to assist in delivery of the workshop. Coaches helped	Geoff Thames Peer Success Coaches Carol Laurie S.	11/13/2018 11/14/2018	11/14/2019

to promote event and assist with student check-in.			
Second training for Peer Coaches by Career Services	Geoff Thames Career Services Staff	1/25/2019	2/1/2019
Coaches promote workshop event(s) to students	Peer Success Coaches Geoff Thames SAmarketing	1/16/2019 – 2/7/2019	2/7/2019
Coaches assist with delivery of 1-3 workshops: Resume/Career Fair Navigation/Interviewing *Coaches were not invited to assist in delivery. Coaches ended up promoting events to students.	Geoff Thames Career Services Staff Peer Success Coaches	2/7/2019 2/12/2019 2/21/2019	
Peer Coaches promote All Major Career Fair to students as 'Meet Up Event'	Geoff Thames Peer Success Coaches	2/25/2019 – 3/21/2019	3/21/2019
Meet with Career Services Staff for debriefing and feedback on collaboration	Geoff Thames Thy Nguyen Career Services Staff	5/20/2019 – 5/24/2019	TBD

Cultivating Enterprising Strength and Resources

Action Plan for SMART Goal #24 – John DeVries (Business)

By the end of Fiscal Year 2019, create a new Excel Center. The purpose of this new organization will be to consolidate expenses which the five Excel Center units share, continued collaboration among unit directors, staff and units, and create a recognizable brand for the UIC campus and community outreach. Such consolidation will allow the units to continue collaborations such as professional development, student services, and community outreach. The establishment of the Excel Center will also help those units create a recognizable brand of which the UIC community can be aware.

Action	Key Person(s)	Completion Goal Date	Actual Completion Date
Compile receipts of shared expenses over past two years.	Ariel Montgomery	December 21, 2018	December 3, 2019
Review OBFS procedures for obtaining a new Org Code	John DeVries	December 21, 2019	December 14, 2019
Draft email outlining the plan for an Excel Center org code and send to Dan Williams for review	John DeVries Rudy Molina Dan Williams	December 21, 2018	December 19, 2019
Develop spreadsheet listing expenses for fiscal year 2018 & fiscal year 2019	John DeVries	February 1, 2019	February 1, 2019
Review spreadsheet and expense report with area directors to	John DeVries Rudy Molina Jeff Brown	April 3, 2019	

confirm all expenses are accounted for.	Melissa McKenzie Cynthia Soto Geoff Thames Shannon Williams		
Begin discussions of marketing of Excel Center	Rudy Molina Francine Godwin	March 15, 2019	March 18, 2019
Submit new Org Code Request to OBFS.	John DeVries Dan Williams	March 29, 2019	March 6, 2019
New Banner Org Code approved by OBFS	OBFS Code Book Administrators	June 30, 2019	May 2019
Revise spreadsheet of expense report and send to Dan Williams for review and comments.	John DeVries Dan Williams	April 5, 2019	May 2019
Financial consolidation and reallocation of state funds	John DeVries Dan Williams Jim Fricke Rudy Molina	April 30, 2019	May 2019
Finalize marketing and branding of new Excel Center in terms of reviewing brand with Excel Center staff, other units within Student Affairs, the greater UIC Community, and our community partners (CBOs, high schools, etc.)	Rudy Molina Jeff Brown Melissa McKenzie Cynthia Soto Geoff Thames Shannon Williams John DeVries Francine Godwin	May 31, 2019	July 2019
Update Student Affairs website to reflect Excel Center	Jason Maslanka Rudy Molina	June 30, 2019	June 2019