MISSION
To recruit, engage, retain, and graduate a diverse student population for success at LSU and beyond.
We enhance learning by fostering critical thinking, ethical responsibility and cultivation of active healthy lives as part of creating a transformative university experience.

VISION
An environment that fosters student success and enhances the mission of LSU.

VALUES
- **COLLABORATIVE** - We foster a culture that values and rewards collaboration at all levels of the university: across disciplines, among faculty, staff, and students; with other universities and institutions; and those we serve.
- **CREATIVE** - We nurture ingenuity throughout all areas of the university by creating a culture that encourages excellence, risk-taking, and an open-minded approach to challenges, while also recognizing and rewarding emerging talent and ingenuity.
- **CULTURALLY ADEPT** - We celebrate our own uniqueness combined with an awareness and respect of local and global values and beliefs, which help to strengthen the intellectual environment and support our commitment to diversity and inclusion.
- **GLOBALLY ENGAGED** - We understand that global events and culture affect our university, just as our scholarship, discovery, and experiences contribute to the world around us. Only through a conscious and consistent effort to connect with our global neighbors can we ensure that we advance the greater good for our entire planet.
- **INNOVATIVE** - We support innovation in the classroom, through discovery, and during engagement with the community. Innovative thinking across the university can help solve the challenges of those we serve and enhance LSU’s role as a global leader.
- **TRANSFORMATIVE** - We are a catalyst for transformation; a force for good that changes lives and makes a significant, positive impact on the world around us.

GOALS
1. Cultivate an environment that supports persistence, retention, and graduation.
2. Develop global citizens who demonstrate cultural competence and inclusion.
3. Innovate for the continuous improvement of personnel, processes, programs, facilities, and services.
4. Promote wellbeing (resilience, safety, wellness, personal development, etc.) in the campus community.
5. Provide experiences for students to develop into civically engaged and productive leaders.
Goal 1:
Cultivate an environment that supports persistence, retention, and graduation.

Objectives and Measures:

1. Develop programs and services to assist new students with their entry expectations and adjustment to the college experience.
   - Number and types of initiatives
   - Number and percentage of students participating
   - Retention and persistence rates of students participating

2. Establish and implement procedures to collect and analyze student participation, behavioral, and attitudinal data.
   - Number of departments that collect and report two or more data points to measure student success

3. Identify populations of students with lower rates of retention, persistence, and graduation to define barriers facing them and design targeted interventions (e.g., race/ethnicity, income, first generation, nationality, ability, gender, transfer, and veterans).
   - Retention rates of students using or participating in associated programs/services
   - Academic performance of students using or participating in associated programs/services
   - Graduation rates of students using or participating in associated programs/services
   - Number of students participating in High Impact Practices (HIP)

4. Partner across campus to comprehensively analyze student data and develop collaborative interventions.
   - Number and types of interventions within the division, through partnerships, and external to the division
   - Number of quantitative and qualitative assessment/data points offered in support of the strategic planning cycle

5. Provide quality programs and services that support students in persistence and graduation.
   - Retention rates of students from first to second year and from second to third year
   - Grade point averages of first year students
   - Six-year graduation rates of students
**Goal 2:**

*Develop global citizens who demonstrate cultural competence and inclusion.*

**Objectives and Measures:**

1. **Cultivate a collaborative environment of inclusivity and respect within the LSU community.**
   - Number and types of associated programs, initiatives, and/or activities
   - Number of students participating in associated programs

2. **Engage professional staff in professional organizations, learning communities, and other educational programs related to inclusion and diversity.**
   - Number and types of training and professional development opportunities addressing cultural competency
   - Quantitative and qualitative evidence collected at associated division-sponsored professional development opportunities
   - Number and percentage of division staff participating annually in two or more opportunities addressing cultural competency

3. **Facilitate opportunities for students to increase knowledge and understanding of globalization and diversity.**
   - Number and types of opportunities (training, workshops, activities, etc.)
   - Number and percentage of students participating in opportunities/activities addressing social justice, inclusion, and equity
   - Number of qualitative and quantitative assessments/data points measuring the associated NACE Career competency of Global/Intercultural Fluency (see Appendix) offered in support of the strategic planning cycle
Goal 3:
Innovate for the continuous improvement of personnel, processes, programs, facilities, and services.

Objectives and Measures:

1. Advance best practices in facilities, programs, services, and technology as recognized by customers, peers, and professional associations while promoting an atmosphere that fosters a sustainable environment.
   - Square footage of assigned facilities renovated, constructed, new or replaced since 1997
   - Number of awards and recognition received by programs, services, and facilities offered by departments and division
   - Number of staff presenting at external professional development opportunities
   - Number of staff holding leadership positions in state, regional, and national organizations
   - Number of qualitative and quantitative assessments/data points of programs and services offered in support of the strategic planning cycle

2. Audit practices to ensure compliance with relevant national and professional standards on a five-year cycle.
   - Number of internal and external reviews completed by departments

3. Secure resources through strategic campaigns, grants, proposals, and partnerships.
   - Dollars received from gifts, grants, and contracts for non-capital projects
   - Dollars received in support of capital campaign priorities

4. Support recruitment of a culturally diverse workforce.
   - Number and types of training and professional development opportunities addressing recruitment of a culturally diverse workforce
   - Number and percentage of minority divisional staff
   - Number and percentage of division staff by sex and gender
Goal 4:
Promote wellbeing (resilience, safety, wellness, and personal development) in the campus community.

Objectives and Measures:

1. **Build and maintain partnerships and facilities to enhance wellbeing initiatives.**
   - Number of collaborative programs, committees, and task forces
   - Number of referrals received by programs (e.g. CARE, AIT, Mental Health)
   - Amount of facility development and expansion

2. **Engage in assessment and research to identify priority areas and align resource allocation and best practices.**
   - Number of quantitative and qualitative evidence from unit activities offered in support of the strategic planning cycle

3. **Provide a campus community that encourages and promotes personal wellbeing through the design and delivery of programs and resources focused on student wellbeing.**
   - Number participating in associated training
   - Number and percentage of students using or participating in associated programs, services, and social media initiatives
   - Number of quantitative and qualitative assessment/data points to measuring learning outcomes offered in support of the strategic planning cycle
Goal 5:
Provide experiences for students to develop into civically engaged and productive leaders.

Objectives and Measures:

1. Assist students in attaining their personal goals during matriculation so they can provide leadership and make positive contributions in the LSU community.
   - Number of students joining student organizations
   - Number of students participating in civic opportunities

2. Design programs, services, and experiences to equip students with competencies (see NACE Career Competencies at Appendix) that prepare students for the workforce, career opportunities, and/or professional or graduate school.
   - Number of programs offered by the division that connect to NACE Career competencies
   - Number and percentage of students participating
   - Measurement of first destination outcome (placement) via the Graduating Student Survey
   - Assessments/data points developed to measure NACE competencies

3. Develop partnerships with faculty and other stakeholders to promote integrative learning and meaning-making opportunities to bridge the academic curriculum and co-curricular activities.
   - Number of associated partnerships

4. Institutionalize an e-portfolio platform to foster student communication, reflection and demonstration of professional competencies and community impact.
   - Demonstrated use of e-portfolio by students.
   - Number of trainings/integration meetings hosted to promote e-portfolio
   - Number of students with active portfolios
APPENDIX

Globalization & Diversity: Global competency exists when students and SA staff are aware of their own cultural values and beliefs, are knowledgeable about history and current world events, respect the existence of different cultural values and beliefs, understand people’s interconnectedness and global interdependence, communicate and collaborate effectively, and accept responsibility of world citizenship.

NACE Career Competencies

• **Critical Thinking/Problem Solving**: Exercise sound reasoning to analyze issues, make decisions, and overcome problems
• **Oral/Written Communications**: Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization
• **Teamwork/Collaboration**: Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints
• **Digital Technology**: Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals
• **Leadership**: Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others
• **Professionalism/Work Ethic**: Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image
• **Career Management**: Identify and articulate one’s skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth
• **Global/Intercultural Fluency**: Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions

High Impact Educational Practices (HIP)

• **First-Year Seminars and Experiences**: Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students’ intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members’ own research.
• **Common Intellectual Experiences**: The older idea of a “core” curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and co-curricular options for students.
• **Learning Communities**: The key goals for learning communities are to encourage integration of learning across courses and to involve students with “big questions” that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link “liberal arts” and “professional courses”; others feature service learning.
• **Writing-Intensive Courses**: These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this
repeated practice “across the curriculum” has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

- **Collaborative Assignments and Projects:** Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one’s own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

- **Undergraduate Research:** Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students’ early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

- **Diversity/Global Learning:** Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore “difficult differences” such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

- **Service Learning, Community-Based Learning:** In these programs, field-based “experiential learning” with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

- **Internships:** Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

- **Capstone Courses and Projects:** Whether they’re called “senior capstones” or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they’ve learned. The project might be a research paper, a performance, a portfolio of “best work,” or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.

**Key Resource Links**

- **NACE Career Competencies**  

- **High-Impact Educational Practices**  
Division of
Student Affairs

146 Thomas Boyd Hall
Baton Rouge, LA 70803
225-578-8607
studentaffairs@lsu.edu
lsu.edu/studentaffairs

@LSUstudents