

A photograph of four graduates in black gowns and caps, celebrating on a grassy lawn in front of a wall covered in green ivy. One graduate is throwing their cap into the air. The scene is bright and celebratory.

STRATEGIC GOALS AND FOCUS AREAS



This document presents the Division of Student Development's strategic goals and focus areas for the next three years. These goals and focus areas were developed in alignment with the College's strategic pillars. Each of the focus areas are meant to be integrated and mutually reinforcing, despite being presented separately. Finally, each of the initiatives outlined in this document have stakeholders, milestones, and assessable success outcomes articulated in a separate document. The Division's progress towards these goals will be reported annually in a written, shareable report.

OUR STRATEGIC GOALS	1
OUR THREE-YEAR FOCUS AREAS	2
STUDENT FORMATION AND DEVELOPMENT	3
THE RESIDENTIAL EXPERIENCE	4
STUDENT ONBOARDING	5
INCLUSION AND BELONGING	6
MENTAL HEALTH AND WELLBEING	7
ASSESSMENT	8



OUR STRATEGIC GOALS

We support our students through a strategic focus on the following areas:

1 STUDENT DEVELOPMENT AND FORMATION

We provide students with developmental opportunities for personal growth and spiritual formation

2 DIVERSITY, INCLUSION, AND BELONGING

We work to ensure inclusion, equity, and safety; and help foster a sense of belonging

3 COMMUNITY AND RESPONSIBLE CITIZENSHIP

We support community values and help students grow into responsible adults

4 MENTAL HEALTH AND WELLBEING

We encourage healthy choices, behaviors, and relationships

5 MISSION AND OPERATIONAL EXCELLENCE

We adhere to best practices and strive to live the mission in our daily work



OUR THREE-YEAR FOCUS AREAS



STUDENT FORMATION AND DEVELOPMENT

Create opportunities for staff to deepen their understanding of student development and Ignatian spirituality; ensure that divisional and office-based programs, events, policies, practices, and/or systems are grounded in Ignatian Spirituality and are undertaken with a developmental and formative approach.

INITIATIVE 1

Develop a process and practice inventory so that staff will be able to identify the spaces and opportunities in which to further embed student development approaches and elements of Ignatian Spirituality into their work.

INITIATIVE 2

Focus on education and training so staff will have the tools and resources they need in order to further embed student development approaches and elements of Ignatian Spirituality into their work effectively.

INITIATIVE 3

Develop a four-year student formation plan in order to be able to define and articulate for students, families, faculty, staff and administrators a vision for a four-year student formation plan that a vision that is achieved through students' out-of-classroom experience





THE RESIDENTIAL EXPERIENCE

Develop a residential plan that supports today's and tomorrow's students; and identify facilities, staffing, and programming structures that support these plans.

INITIATIVE 1

Envision the future of the residential experience - facilities, supports, programming, and the student residential experience - that culminates in a strategic plan informed by the College's goals for student formation.

INITIATIVE 2

Establish a new living-learning community focused on student wellbeing that has a measurable positive impact on student residents.

INITIATIVE 3

Review residential processes, procedures, and operations in order to improve student satisfaction, increase equity, and positively impact the student experience.

INITIATIVE 4

Re-imagine the residential curriculum by developing a new RA programming model that aligns with the College's goals for student formation.

STUDENT ONBOARDING

Create a comprehensive, developmental, collaborative, and connected approach to new student onboarding that is inclusive of and accessible to all students and their families, that acculturates them to and educates them about Holy Cross, and prepares them for the transition to and through college.

INITIATIVE 1

Create a shared understanding and investment to a collaborative, comprehensive, and developmental approach that results in a well articulated, campus-wide educational plan for student onboarding and transition through their first year.

INITIATIVE 2

Develop and launch online modules so that all incoming students will receive and understand introductory information in key areas related to mission, student wellbeing, and diversity and inclusion, among other topics.

INITIATIVE 3

Create a comprehensive, collaborative, college-wide, and effective plan for first-year communications that ensures incoming students, their families, and campus offices receive information that satisfactorily meets their needs.

INITIATIVE 4

Continue efforts to evaluate the Gateways Orientation model in order to determine the most appropriate format, scale, and scope of institutional resources.

INITIATIVE 5

Fully realize a collaborative first year experience programming model that delivers important developmental and educational content to students so that they are able to demonstrate the relevant student learning outcomes.



INCLUSION AND BELONGING

Foster and promote a culture that supports the free and open expression of ideas, identities, and beliefs; build skills to negotiate different perspectives; cultivate capacities for staff to engage in inclusive initiatives and practices; and ensure that divisional and office-based programs, events, policies, practices, and/or systems are inclusive, equitable, and accessible for our students.



INITIATIVE 1

Identify and embed opportunities for student skill development in dialogue, restorative justice, and conflict resolution in existing educational spaces so that students who participate will be able to demonstrate competency in these skills.

INITIATIVE 2

Educate students about free speech and freedom of expression in a way that is connected to and consistent with college-level efforts so that students who participate in said opportunities will demonstrate an understanding of and appreciation for these concepts.

INITIATIVE 3

Each office will benchmark their initiatives, policies, and practices against their established diversity, equity, inclusion and belonging (DEIB) professional standards in order to effectively use evidence to demonstrate that they have made progress in removing barriers to inclusion.

INITIATIVE 4

Launch a systematic DEIB professional development, education, and training effort across the division so that all staff have the foundational knowledge and skills necessary to identify and address DEIB issues in their functional areas.



MENTAL HEALTH AND WELLBEING

Strengthen efforts to address student mental health, substance misuse, and suicide prevention by becoming a JED Campus; take a comprehensive campus approach to expand the College's health promoting ecosystem in order to further promote student wellbeing.

INITIATIVE 1

Formally join the JED Campus initiative in order to achieve JED Campus designation to further the College's efforts to address suicide prevention.

INITIATIVE 2

Formally join the US Health Promoting Campuses Network and adopt the Okanagan Charter in order to promote, expand, and increase access to the College's health-promoting ecosystem.

INITIATIVE 3

Institute health-promoting efforts in key areas, including lifestyle medicine and peer wellness coaching among others, to demonstrate positive impact on individual student wellbeing.





ASSESSMENT

Build a culture of evidence within the division by engaging in transparent and continuous data collection that informs our work and student learning.

INITIATIVE 1

Develop a divisional three-year strategic plan with assessable goals so that divisional strategic initiatives will have longitudinal, reliable, and valid assessment data to support goal-setting and measured progress.

INITIATIVE 2

Develop plans to and field assessment projects at both the divisional and office levels in order to identify impact and promote evidence of student learning.

INITIATIVE 3

Develop a divisional assessment education plan so that staff feel empowered to, and capable of, field(ing) their own assessment efforts.

INITIATIVE 4

Make divisional assessment efforts visible so that the division's assessment efforts and resources are centralized and accessible.



