Introduction
The compact between the Senior Vice President for Academic Affairs and Provost and the Vice Provost for Student Affairs for 2005-06 includes the following:

A. UNIT MISSION:
The Office for Student Affairs supports the academic mission of the University by providing a range of services and programs to enhance the learning environment and support the diverse educational, health and wellness, and personal development needs of students. The units within the Office for Student Affairs seek to measurably impact student recruitment, retention and graduation, and to contribute to student development as engaged citizens prepared for successful post graduation outcomes.

B. PERFORMANCE SCORECARD:
The Office for Student Affairs consists of a diverse array of thirteen units which serve students in many ways. As a result, a variety of performance indicators are used across Student Affairs. The most frequently used indicators assess client/customer/student satisfaction with services. For our largest units funded through Student Service Fees, these data are critical in supporting requests for continuing or increased funding from students. Other measures monitor volume, traffic, demand for services, wait time for services, staff retention, national reputation etc.

In FY 06, units have been requested to examine the alignment between their programs and services and the five action strategies underlying the University’s Strategic Positioning initiative. In particular, units will gather data regarding use of services/programs in relation to retention and graduation rates. Recent studies have shown, for example, that student who use recreational sports facilities and services on campus have higher retention and graduation rates than students who do not. Similarly, students who participate in our Greek system of fraternities and sororities have substantially better rates of retention and graduation than non-participants.

C. UPDATE - STRATEGIC GOALS FROM 2004-05:
1st Strategic Goal: Enhance career services for undergraduate UPDATE and graduate students across campus

* Impact of Goal:
  a. Students better prepared for opportunities following graduation or program completion;
  b. Employment community better able to access University students;
  c. Students prepared to clearly articulate outcomes and competencies

* Initiatives to Achieve Goal:
  a. Support for Career Development Network programs (Career Fairs, Professional Development Programs etc.);
  b. Support for development of the St. Paul Campus Career Center (Center director reports to Student Affairs) and the combined CBS/IT Career Center created in Fall 05.
  c. Support for GoldPASS software development
  d. Support for E Portfolio development
* Financial Information: Received $150,000 in non-recurring funds. Financial commitments have been made to support development and implementation of GoldPASS and E Portfolio, and this funding will allow us to move forward with these initiatives in FY 06.

2nd Strategic Goal: Student Development and Civic Leadership Initiative
* Impact of Goal:
  a. Establish, articulate, and promote Twin Cities campus-wide expectations for developmental and engagement outcomes for undergraduates.
  b. Engage collegiate units in developing intentional developmental/engagement “paths” for their students from the freshmen year to graduation.
  c. Establish a clearinghouse for engagement activities and opportunities at the University of Minnesota and the surrounding community.
  d. Encourage coordination and linkage of the Undergraduate Leadership Minor with other academic initiatives on civic learning.

*Initiatives to Achieve Goal:
  a. Gained consensus on eight developmental outcomes/characteristics which all UM students should attain. Worked with Council to Enhance Student Learning to incorporate these in overall curricular outcomes. Printed and distributed approximately 5,000 “outcomes bookmarks” to students, faculty and staff. Conducted workshops focusing on the outcomes for students and staff across campus.
  b. Student Engagement Initiative Work Group formed under June Nobbe’s leadership and connected with the Council on Public Engagement. The work group will be implementing pilot programs with academic units focusing on identifying intentional developmental engagement “paths” for their students from the freshmen year to graduation.
  c. Following pilot of Summer Leadership Institute, gained agreement to incorporate its content into New Student Weekend UPDATE (which attracts 700-900 students each summer).

*Financial Issues: Received $100,000 in recurring funding. $75,000 is committed to the development of the clearinghouse/database of broad-based engagement opportunities, with the remaining $25,000 for the development of a leadership needs survey, development of marketing materials, funding staff resources to facilitate the collaboration between the Center for Democracy & Citizenship and the Undergraduate Leadership Minor.

3rd Strategic Goal: Expand/enhance our Parents’ Program activities
* Impact of Goal: Improve retention/graduation rates through improved communications with Parents to allow them to better support their students’ transition to and progress through the University.

*Initiatives to Achieve Goal:
  a. Hired Assistant Director to manage publication of Parent Newsletter and allow the Director to focus on other initiatives and maintain quality communications with the increased number of parents using the listserv, website, and email to pose questions and seek advice.
  b. Developed online course for parents dealing with financial, drug and alcohol and other issues their students’ may encounter.

*Financial Issues: $50,000 in recurring funding received. This funding is being used to support the Assistant Director’s salary.
D. NEW STRATEGIC GOALS:

1st Strategic Goal: Develop Student Outcomes Tracking Survey

Impact of Goal: University will obtain information on UM alumni at 1, 3, 5, 10, 15, and 20 years after graduation. Information gained will assist in accountability reports, in documenting socio-economic impact of University graduates, and it will support decision-making related to curricular, co-curricular, and programmatic reviews. Surveys will also provide baseline data against which we can assess impact of changes in University curricula, technology, and organizational strategy. Student Affairs has worked with the Council of Undergraduate Deans, the Alumni Association and the University Foundation to develop the initial survey and to identify the most accurate address database to use in administering the survey.

Initiatives to Achieve Goal:

1) develop Student Outcomes Tracking Survey for one- and three-year out population (survey development underway)
2) administer survey for one- and three-year out cohorts in Fall 05
3) develop survey for remaining cohorts in Fall 05, with cross-sectional administration of survey to these groups in Spring 06.
4) analyze data gathered and create reports on these cohorts for collegiate and central leadership follow up on how information is being used to inform decision-making.

Financial Issues: $30,000 recurring funding to support:

1) printing, mailing, follow-up to improve response rates etc(where possible, email and web-based format will be used)
2) part-time project director/researcher to summarize information and create reports for constituents

2nd Strategic Goal: Enhance outcomes assessment across the University through realignment and expansion of Office for Measurement Services (OMS)

Impact of Goal: OMS will provide leadership and support for units in Student Affairs and related areas to develop strategies to assess the impact and outcomes of their programs and activities. Recent focus has been on developing instruments and methodology for assessing student development in student employment, study abroad, and student activities. In addition, the office will continue providing consulting services for the Office of Human Resources in the evaluation of deans, department chairs, and other administrative officers.

Initiatives To Achieve Goal:

1) Move OMS organizationally out from University Counseling and Consulting Services and have it report directly to the Vice Provost for Student Affairs
2) Hire Assistant Director to manage the daily operation of the OMS production facility to allow Director to play expanded role in consulting on assessment activities
3) Upgrade compensation to current Director to reflect increased responsibilities
4) Determine fit and coordination among OMS, Institutional Research and Reporting, and other survey research units across campus.

Financial Issues:

1) OMS Director is developing a business plan which will lead to full cost coverage of this expansion within two years.
   a. Operating reserves will be used to bridge Director’s increased compensation (request to move salary from current $65,000 to $80,000, plus fringe).
b. Future support and organization will be determined as part of the Metrics and Measurement activity associated with Strategic Positioning and the overall review of the University’s Institutional Research and Reporting functions.

3rd Strategic Goal: Assessment of Academic and Career Advising on the Twin Cities Campus: Partnership with Vice Provost for Undergraduate Education.

Impact of Goal: Assessment will provide information needed to direct investments and/or reorganize advising to address persistent student concerns, enhance student learning, support retention and graduation, and prepare students for life after graduation.

Initiatives to Achieve Goal:
1) Work closely with Strategic Positioning Task Forces on Undergraduate Reform: Student Support and Graduate Reform: Student Support
2) Engage the Task Forces and collegiate advising leaders in developing the assessment strategy
3) Conduct the assessment
4) Analyze findings and create reports for senior leadership identifying key findings and recommendations.

Financial Issues:
Non-recurring funding of $100,000 will be used to support these activities and to move forward with the recommendations of the two Task Forces.

E. DIVERSITY ASSESSMENT AND PLANNING
Directors of OSA units are strongly encouraged to cast a wide net when recruiting new staff. Units routinely advertise job openings in minority and community newspapers, as well as in various community agencies. University Counseling and Consulting Services annually hires interns and actively seeks people of color in order to offer a diverse array of providers to students. In addition, it is common for OSA units to consider promoting staff of color when there are open positions. OSA units with advisory boards, leadership development programs, peer education programs, student volunteers, and student employees are also encouraged to recruit and hire with diversity in mind.

Within the OSA there are many efforts underway to improve and assess the climate for diversity. For example, the Twin Cities Student Unions has implemented a “Stop the Hate” training program for staff and plans to create a “campus climate committee” to be proactive in hate crime education. University Counseling and Consulting Services has developed a diversity statement, conducted a diversity audit, and staff members meet monthly to discuss diversity issues. In addition, several staff members recently attended the National Multicultural Summit, and they have shared their experiences with students and staff across the University. These initiatives will serve as models for OSA-wide efforts.

F. OUTREACH AND PUBLIC ENGAGEMENT
The Office for Student Affairs strongly supports the University’s outreach and public engagement efforts. OSA staff demonstrate this support by sharing research and best practices at national conferences, serving as adjunct faculty at local institutions of higher education, and serving as members of various community and professional organizations at the local, state, and national level. In addition, throughout OSA, there is a strong commitment to develop engaged students and promote civic responsibility in all of the work we do. The primary outreach and public engagement activities within the Office for Student Affairs, consistent with the CIC/NASULGC definition, are summarized below.
The Aurora Center develops violence prevention curricula with the assistance of a Federal grant; has developed effective partnerships with local community based organizations to enhance support for victims of sexual violence; and is critical part of a campus-wide partnership to improve campus climate and integration for international students and their families. To assist college-aged students who often work in restaurants and bars, Boynton Health Service presented data regarding second-hand smoke exposure to the Minneapolis City Council and the Hennepin County Commissioners to support smoke-free ordinances. In addition, Boynton is working with a variety of tobacco control advocates on efforts to enact a state-wide tobacco ban; and is surveying 18 Twin Cities area colleges and technical schools about tobacco and alcohol use (for some institutions this will be the first data available regarding health behaviors of their students).

A key OSA initiative is the Undergraduate Student Engagement Initiative. The primary goal of the initiative is to provide a common framework and clearinghouse database that collegiate and co-curricular units can use to create intentional paths of engagement in our effort to prepare educated, engaged citizens. During the current academic year Student Affairs staff assisted in the development of an on-line course focusing on student finance issues, including responsible credit card use. This course will eventually be available to students on the coordinate campuses, as well as MnSCU. To enhance the development of civic skills among students, Public Achievement concepts have been integrated into the curriculum of the Undergraduate Leadership Minor. The Office for Student and Community Relations purposely engages with neighborhood associations and encourages student involvement in neighborhood organizations. University Student Legal Services has been actively educating students regarding their rights and responsibilities as tenants in off-campus housing. They have conducted workshops and programs reaching several hundred students during the past year.

G. SPACE AND FACILITIES ISSUES

1. Department of Recreational Sports:
   a. University Park: The predesign process for the site between 5th and 8th streets began in February. Anticipated cost without the baseball stadium is estimated between $10-12 million. Funding sources have not been identified, but it is anticipated that significant funding for this project will come from the department via student fees and reserves.
   b. Recreation Facilities Assessment Study: A contract for a national consulting firm has been awarded to external consultants to conduct a feasibility study, space and program needs assessment, and business plan for recreational facilities and programs (approximate cost $150,000). The report will be completed by August 1, 2005 and will be presented to the University in late summer for action. Incorporating information regarding the participation of the Academic Health Center and Human Resources in a “Wellness Center” and the College of Education and Human Development in potential remodeling of the Cooke Hall location of the Kinesiology department, this report will provide the basis for unit priorities to be brought forward for the six-year capital projects budget. The report will also incorporate financial information on each element of the overall project and identify potential impact on student fees.

2. The Office for Student Affairs endorses the concept of physically integrating student services (multicultural and student affairs, leadership programs, East Bank career services etc.) in a centrally located facility on the site of the current Science Classroom building.
3. St. Paul Student Center
   a. This is an aged building, currently requiring investments in new elevator and infrastructure.
   b. While other projects within Student Affairs have higher priority, we need to develop in conjunction with Auxiliary Services and Recreational Sports a plan for the renovation/reconstruction of the St. Paul Student Center. The plan should incorporate space for the St. Paul Career Center and reflect recreational sports planning for the St. Paul campus.

H. SIGNIFICANT FINANCIAL ISSUES
1. Student Affairs—Non-Fee Receiving Units
   The cumulative impact of four years of budget reductions has left units within Student Affairs with little left to cut. Of particular concern are increasing demands placed on two units. The Student Activities Office has experienced dramatic increase in demand for its services (student organizations have grown from 400 to over 600 in two years), and as we seek to increase student engagement, these demands will increase further. University Counseling and Consulting Services has also experienced increased demand, and recent staff reductions due to budget cuts have exacerbated the situation. The only flexibility for long-term solutions (short of cutting essential programs or central reallocation of support) is to more aggressively use earnings from the Coke endowment and the TCF quasi-endowment to meet the needs of our students. While the original intent of these funding sources may have been to support enhancements to student life, we are at the stage where they are needed to simply maintain the status quo. We are working with the budget office to explore these options. We have moved elements of several programs to TCF funding (Parents’ Program expansion, a portion of Leadership Program support) and used one-time balances to pay-off Coffman Union renovation debt (eliminating a multi-year $50,000 obligation). While providing some relief, these efforts have not substantially changed the overall financial picture. We are currently using reserves in the University Counseling and Consulting Services area to support additional staff hired to meet the demand created by the increasing number of students coming to campus with mental health needs. Over the coming year, it would be helpful to discuss options for development efforts within Student Affairs. Many of our peer institutions have extensive and successful development areas within the Student Affairs division. We may pilot a targeted development effort within the sports clubs area in Recreational sports in FY 06.

2. Student Affairs- Student Fee Receiving Units
   During the summer of ’05, a working group of students and key administrators convened to review and modify the Student Fees process. Among the more significant changes are the shift to a bi-ennal budget for the large fee receiving units (Boynton, Rec Sports, Student Unions) and modifications to the recruitment and selection process for Fees Committee members to insure broader University representation. The larger units will create bi-ennal budget requests in context of the University’s overall budget situation (especially as it relates to changes in tuition) allowing for closer monitoring of the impact of requests on the overall cost of attendance. A secondary, but important, outcome of the review was the explicit confirmation of the role of the chief student affairs officer in modifying Fee Committee recommendations which would seriously impact student life on campus.

I. FACULTY AND STAFF CONSULTATION
   Directors of each unit within the Office for Student Affairs were provided an abbreviated version of the compact instructions and asked to prepare a “mini-compact” for their unit. Each director
consulted with the staff in their individual units regarding the information submitted in their mini-compact. In addition, each unit conducts retreats on a regular basis with their staff where strategic goals and directions are identified.

**J. REPORT SUMMARY AND ALLOCATION SUMMARY**

1. **Tuition** – Student Affairs does not produce tuition revenue.
2. **ICR** – The agreed-upon FY 2005-06 ICR estimate for the Office of the Vice Provost for Student Affairs is $10,994 (49.5% of $22,210).

### Reports Summary

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<tr>
<th>Historical Allocation Summary</th>
<th>FY 2003</th>
<th>FY 2004</th>
<th>FY 2005</th>
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<tr>
<td>Enhanced career support programs (non-recurring)</td>
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<td>Student development and civic leadership (recurring)</td>
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<td>Expand/enhance parent program activities (recurring)</td>
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### Central Allocation Summary – FY 2005-06

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<td>Assessment of academic and career advising</td>
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