

PRESENT: Steve Lane (Chair), Steve Beasley, Graham Pike, Eric Demers, Nancy Twynam, Darrel Mansbridge, Lorna Millard, Katie Marocchi, Craig McGuigan,
REGRETS: Bernie Heise, Fred Jacklin, Tina McComb,
SUPPORT: Jolene Edmunds

ITEM	ACTIVITY
<p>1. Working Team's Progress</p>	<ul style="list-style-type: none"> • Took Enrolment Mgmt Plan as the foundation and changed what was necessary • Noticed the difference between “Student Services” and “Services for Students”, so the outline reflects that distinction • Cut and pasted a good portion of the introduction as well as other institutional pieces and added necessary elements to reflect Student Services focus • The inventory chart is just a summary of the tables that follow it to provide an easier ‘one look’ <ul style="list-style-type: none"> ○ Breaks services into different areas with different relationships, i.e. close liaison, etc. ○ Campus rec is listed twice ○ PLA should also be listed though it is not an individual office ○ Student code of conduct is an element that has structure and function associated with it ○ Need to clarify what is a program versus initiative ○ Both student drug and counseling and leadership programs are not actual programs, but initiatives of a larger unit, i.e. counseling ○ Health and Safety should also be listed as a ‘close liaison’ ○ Probably make note, for the general public, of what services are available at each campus (perhaps in the TOC) ○ IEL should also be included – a bit more specifically ○ The diagram is not inclusive at this point, there are other things that should be a part ○ Page 6: New Student Orientation, recruitment and retention programs – recruitment services: done by decanal areas as well as they are big partners in these, as well as Student Services, VIUSU,

	<p>etc.</p> <ul style="list-style-type: none"> ○ Page 6: graduate programs – done by department and programs ○ VIUSU should also be listed as a close liaison ○ If the chart page is titled Current Structure of Student Services it takes away the issue of where the other areas should sit in relation to student services <ul style="list-style-type: none"> ● Add to the Environmental Scan: Students in the Persistence Puzzle (Lynn McFadgen) it is about mature students and it should be captured (send Lynn an email) ● Part of the committee mandate does include making recommendations that affect the administrative structure to provide future optimal student services ● CAS standards do have questions that would assist in organizing student services in an optimal way; however, there is no ranking of importance in regards to what services should be included in student services ● An external observer would be optimal to view the effectiveness of the current model in place ● Part of what we are doing is future forecasting, and taking some liberties outside the CAS standards and being more creative or different, i.e. What about the name Student Services, why not Student Affairs? ● Is there a place in the environmental scan that we can speak to how others are providing services for students, and student success; things like student mentorship, student leadership, deep schools, learning reconsidered, co-curricular. Basically providing context for the environment of student services in the post secondary world.
<p>2. Benchmarks and Standards</p>	<p>CAS standards:</p> <ul style="list-style-type: none"> ● Nancy did the CAS standard on Student Conduct. Some items were not applicable and she only had to meet with herself which is not typical ● The process is answering the questions and looking at the strengths/weaknesses and improvements ● If we can't meet the standards from CAS or whichever ones we use, then we look at the organization of the units and other ways to incorporate changes ● It is most important to know what question we are trying to answer before moving forward with the CAS exercise ● If the CAS are taken to the department level it may be helpful to ask for feedback on how they applied and how useful it was ● At the end of the day, no matter the tool you use, does it provide you with the information that you require?

	<ul style="list-style-type: none"> • CAS standards could be applied with the proviso that this is simply one way to look at programs, but the people who would be charged with the process should be given a heads-up to allow them to become more familiar with the standards <ul style="list-style-type: none"> ○ However, some programs/projects would not really benefit from the CAS standards because they do not have the formal structure, i.e. PLA • Maybe a compromise that provides a SWOT sheet and provide the CAS standards as a foundation to answer the SWOT; is there a way to be not as bound to the tool but still be informed to it? So use the tool, but use it to answer our own questions, such as where did you find gaps? What questions would you still like to be asked? Was this tool useful in the assessment of your area? <p>ACTION: Provide areas with the online CAS tool and ask them to use it to inform the follow-up questions that we put together based on the Academic Plan mandate, such as strengths, identification of future services, best practices, identified changes, implementation, required resources, with an additional area to comment on the current organizational structure.</p> <ul style="list-style-type: none"> ○ The request will come from Steve and Darrel to student services area with a timeline for completion ○ Steve and Darrel will draft narrative and questions and send out to this committee prior to sending it to the larger student services area ○ The standards will be forward to the appropriate areas prior to the request to allow people to become more familiar with the CAS Standards
<p>3. Next Steps</p>	<ul style="list-style-type: none"> • Professional Observer: <ul style="list-style-type: none"> ○ Having someone come in to do professional observation of what student services are doing, not to act as a consultant for the committee or facilitate committee discussions
<p>4. Next Meeting</p>	<p>March 13, 2012; 2:00 – 3:30 pm; B. 255, Rm. 205</p>

Vancouver Island University Student Services Plan

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- Student Learning, engagement and success
- Academic community
- Program Quality
- Community Engagement
- Institutional Effectiveness

Introduction

Vancouver Island University (VIU) is committed to creating a supportive learning environment in which everyone feels welcome, valued and supported. Creating this environment requires thoughtful planning, review and analysis.

VIU's enrolment peaked in 2005/06 with more than 20,500 individual students registered in a course or program. Compared to enrolments in 2010/11, the number of students at VIU has declined by 8.5%, to slightly less than 18,800 students. The overall impact of this reduction, however, has been mitigated somewhat by an increase in the number of international students attending VIU, from approximately 1,100 international students to nearly 1,700 over the same period.

Over the past five years, domestic enrolments have 'softened' by nearly 12% despite a greater emphasis being placed on the need for post-secondary education. By comparison, during the 2006/07 – 2009/10 time period other BC post-secondary institutions experienced growth of approximately 5.5% in overall enrolment.

In terms of Full-Time Equivalent (FTE) enrolments, VIU reported 8510 FTE's in 2010/11. Relative to the Ministry of Advanced Education's enrolment target this represented 93.5% of VIU's FTE target, the lowest of all BC's teaching-intensive universities and lower than the average FTE performance amongst BC's Community Colleges, Institutes, and research-intensive universities.

Our student demographics are changing. In 2005/06 our demographics...(average age, %gender, number of students with disabilities, international, Aboriginal).

In 2010/2011 our demographics are

In addition to the changing demographics we are being challenged to stay apace with Social Media communication modes. Currently the five largest social networks in the world are: Facebook, QZone (Chinese), Google+, Twitter and LinkedIn (Paul Holmes, Social Media Camp Sept 2011 Nanaimo). By 2013, more internet traffic will be on mobile devices than on computers.

These changes demographics and communication modes will impact how Student Services are offered. This Student Services Plan has been developed in response to these challenges and in consideration of the needs of students and the important goals and values set out in VIU's Academic Plan. It uses benchmarks and best practice standards developed by institutions and professional associations in North America. Also, the work that has been done ensures that the directions described in this plan have been harmonized with the key actions defined in the Academic Plan and the Enrolment Management Plan.

Student Services Plan Committee

Steve Lane, Chair – Associate Vice-President, Academic and Planning

Steve Beasley – Executive Director, VIUSU

Eric Demers – University-College Professor, Biology; Science Degree Advisor

Bernie Heise – Assistant, Registration and Admissions

Fred Jacklin – Registrar and Director of Enrolment Services

Darrel Mansbridge – Executive Director, Student Services

Katie Marocchi – Chairperson, VIUSU

Tina McComb – Interim Director, Communications and Public Relations

Craig McGuigan – Counsellor, Counselling

Lorna Millard – Coordinator, Advising

Graham Pike – Dean, Faculty of International Education

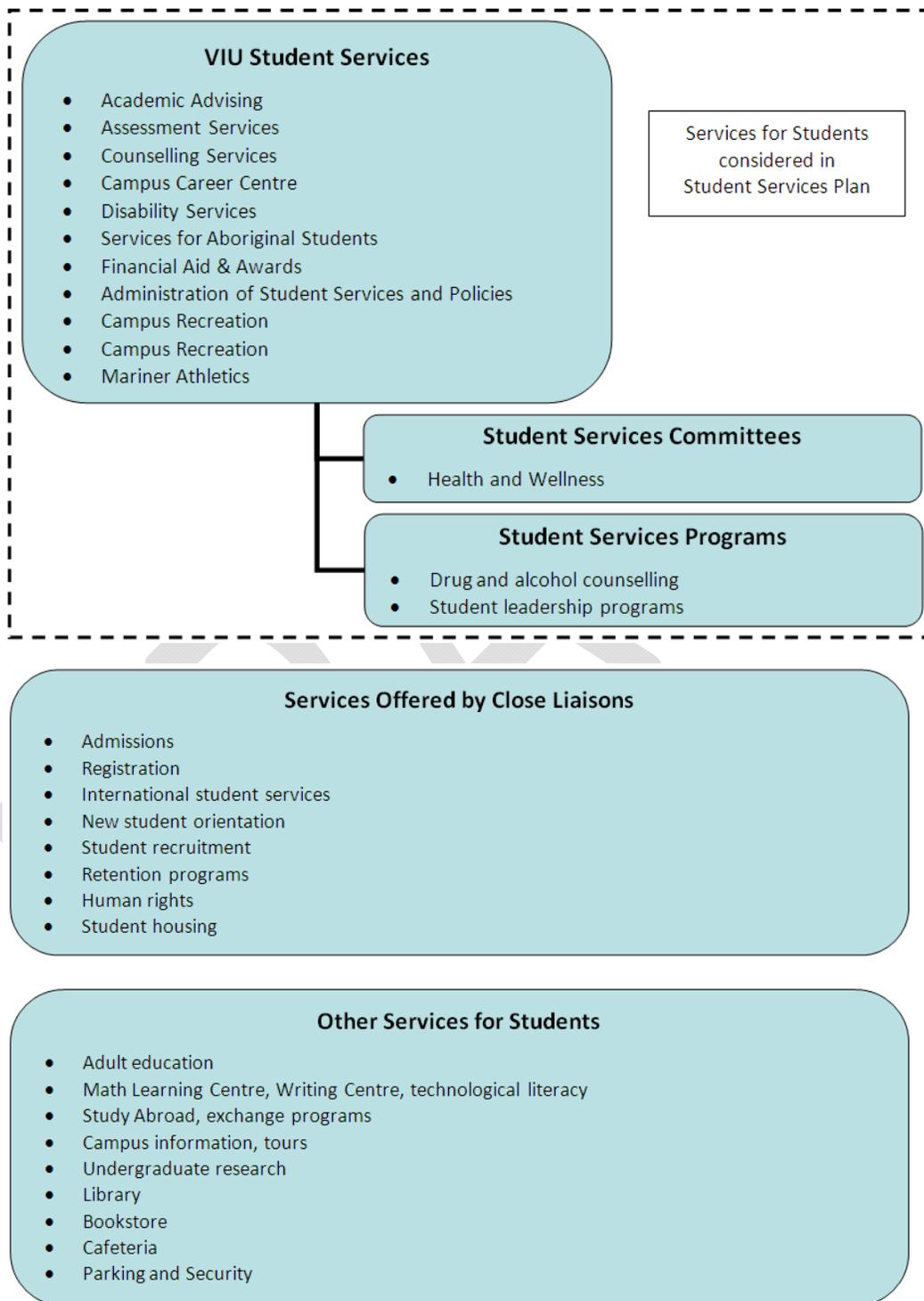
Nancy Twynam – Coordinator, Student Services

Jolene Edmunds – Coordinator, Integrated Planning

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Defining Student Services

Inventory of “Services for Students”



The services for students listed under A, B and C will be included in the Student Services Plan. Services for students listed under D will be considered as part of the Student Services Plan, but these will not be reviewed explicitly. Services for students listed under E are outside the scope of the Student Services Plan.

A. Services within designated “units”

CAS Standard	Students’ “service need”	VIU area / department
34	Advising	Academic Advising; Degree Advising
5	Assessment	Assessment Services
16	Counseling	Counseling Services
10	Career advice	Campus Career Centre
27	Co-op, internship	Campus Career Centre
18	Disability services	Disability Services
	Aboriginal student services	Services for Aboriginal Students
21	Financial aid and awards	Financial Aid & Awards
36	Student conduct programs	Administration of Student Services and Policies
7	Campus activities and events	Campus Recreation; Several areas
33	Campus recreation	Campus Recreation
	Varsity sports	Mariner Athletics

B. Services supported by committee

CAS Standard	Students’ “service need”	VIU area / department
24	Health and Wellness	Student Services
11	Clinical health services	N/A

C. Services available as programs

CAS Standard	Students’ “service need”	VIU unit / department
4	Drug and alcohol counseling	Counseling Services
37	Student leadership programs	Administration of Student Services and Policies; departments / programs
9	Religious/spiritual life	N/A

D. Services provided by “close liaisons”

CAS Standard	Students’ “service need”	VIU area / department
2	Admissions	Registration
34	Registration	Registration
32	New student orientation	Communications, recruitment office
	Student recruitment	Communications, recruitment office
	Retention programs	Communications, recruitment office; departments
25	Housing	Western Student Housing Ltd
14	Commuter & off-campus living programs	N/A
29	LGBT support and events	Human Rights
26	International student services	International Education

E. Services provided by areas outside of Student Services

CAS Standard	Students’ “service need”	VIU area / department
3	Adult education	ABE
28	Writing Centre	VPAP
28	Math Learning Centre	Science & Technology
	Technological literacy	Library?
20	Study abroad programs	Departments/programs and International
31	Multicultural programs	Aboriginal Ed, Intl Ed
8	Campus information, tours, etc.	Communications
39	Undergraduate research	RSAO; departments; CBRI
19	Distance/on-line ed. support	IEL?
35	Community service/ service-learning	Departments/programs
38	Student rights and advocacy	VIUSU
15	Conference & event programs	N/A
23	Graduate & professional student programs	N/A
	Continuing education	Mostly to Faculties now
	Library	VPAP
	Bookstore	Ancillary?
17	Cafeteria	Ancillary?
	Parking	Ancillary?
	Security	Ancillary?

Integrated Planning

Vancouver Island University (VIU) exists to serve our students and the communities that look to us for relevant, responsive and innovative educational programs and services. To this end, VIU is committed to ongoing integrated planning to ensure the decisions we make and the actions we take across the university, all stream from a central vision and goals. At VIU this vision and goals are embodied in our Academic Plan.

Our Vision:

“As a Leader in providing high quality learning, Vancouver Island University supports that well being of the people of Vancouver Island and coastal British Columbia by promoting a high quality of life for their communities through commitments to student success, community engagement and associated scholarship.”

The Vision presented in the Academic Plan (*above*) is the foundation for all Planning at VIU. The Student Services Plan is only one important component of the Integrated Planning Process.

The Planning Process

1. Data Collection and research
 - Internal and External
 - Assessment of existing conditions that affect Student Services
 - Review and discussion of critical issues and opportunities
 - Review of a student survey with 1600 individual student responses
 - Assessment of VIU Student Services data and trends from 2005 to present
2. Plan development
 - Data assessment and analysis
 - Review of best practices in student services across the higher education field
 - Consultation – Internal and External Observers
 - Preparation of working papers and draft documentation (subject to ongoing review and modification)
 - Exploration of operation strategies applicable to student services and the relevance to the institutional vision
 - Extensive discussion and review of applicable materials from June 2011 to June 2012 by the Student Services Plan committee.
3. Implementation
 - a. As there are other committees and processes underway that will affect the assignment of timelines, this committee will implement the

recommendations in conjunction with other institutional planning activities

4. On-going Evaluation and Assessment
 - a. On-going evaluation and assessment of the quality of student services will rest with the Office of the Vice-President Academic and Provost, and the Executive Director of Student Services.
 - b. A review of the Student Services Plan and the success of the implementation of this document will occur in 2016.

Environmental Scan

The following areas are to be developed using information from the Student Services Planning Day, CAS Standards, PS Trends, other information sources, etc.

Conditions Affecting VIU's Student Services

Our Students: Past, Present and Future

Current Services Strengths and Future Services –

Relationships

Critical Issues

Objectives

Outcomes

Into Action: Recommendations

Introductions for the following sections need to be adapted from the Enrolment Management Plan and Academic Plan to reflect the Student Services Plan:

Student learning, engagement and success

Academic community

Program quality

Community engagement

Institutional effectiveness

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Example: Adapting the CAS Students to review the Student Conduct Program:

CAS provides intro and background to each area; I find them consistent with my principles and therefore the subsequent Self-Assessment Guide relevant.

The Association for Student Conduct Administration established three principles for the administration of student conduct programs, reflecting current thinking in this area:

- The development and enforcement of standards of conduct for students is an educational endeavor which fosters students' personal and social development; students must assume a significant role in developing and enforcing such regulations in order that they might be better prepared for the responsibilities of citizenship.
- Standards of conduct form the basis for behavioral expectations in the academic community; the enforcement of such standards must protect the rights, health, and safety of members of that community in order that they may pursue their educational goals without undue interference.
- Integrity, wisdom, and empathy are among the characteristics most important to the administration of student conduct standards; officials who have such responsibilities must exercise them impartially and fairly.

The primary role of student conduct administrators is that of educator. The maintenance and enhancement of the ethical climate on campus and the promotion of academic integrity are the primary purposes for enforcing standards of student conduct (ASJA, 1993). The student conduct programs standards and guidelines that follow represent the fundamental criteria by which programs can assess their quality and effectiveness.

II. Self-Assessment Process

CAS self-assessment procedures involve several steps, including:

- A. Establishing the self-study process and review team
- B. Understanding the CAS Standards and Guidelines and the Self-Assessment Guide
- C. Compiling and reviewing documentary evidence
- D. Judging performance
- E. Completing the assessment process

	Part	Strengths	Needed Improvements
1	Mission	<ul style="list-style-type: none"> Goals of SCP are mostly met 	<ul style="list-style-type: none"> Need Mission Statement
2	Program	<ul style="list-style-type: none"> Guided by theory and knowledge In-Service training 	<ul style="list-style-type: none"> Not promoted widely enough Policies need clearer directives
3	Leadership	<ul style="list-style-type: none"> Knowledge of legislation and policies Training and advice as appropriate Provides risk management advise 	<ul style="list-style-type: none"> Limited campus wide education of integration of SCP with daily campus life Technology challenges regarding database
4	Human Resources	<ul style="list-style-type: none"> Team based processes provides adequate HR Training programs available Earned doctorate in discipline Employees trained in emergency and crisis procedures, TAT Hiring fair and non-discriminatory Person assigned to SCP 	<ul style="list-style-type: none"> Inadequate technical support Support staff not trained in SCP Salary levels less than norm PD limited
5	Ethics	<ul style="list-style-type: none"> Principles of ethical behaviour followed as per standard decision-making instrument FOIPA complied with 	<ul style="list-style-type: none"> No statement of ethical practice Not all areas have appropriate secure student files Some policy procedures may compromise Nemo Judex rule
6	Legal Responsibilities	<ul style="list-style-type: none"> Employees knowledgeable of laws, policies Legal obligations met Guided by policies and law 	<ul style="list-style-type: none"> Some intimidating proceedings occur regarding student conduct No specific process for advising staff of changing laws and regulations

7	Equity and Access	<ul style="list-style-type: none"> • Strong equity programs 	<ul style="list-style-type: none"> • No established process for imbalances in student participation in procedures, policies • Access issues on campus for people with disabilities
8	Diversity	<ul style="list-style-type: none"> • Strong diversity programs 	
9	Organization and Management	<ul style="list-style-type: none"> • Integrated team structure as per best practice standards • Policies and practice well aligned and reviewed systematically 	<ul style="list-style-type: none"> • SCP structure not recognized • SCP and TAT organizational hierarchy not identified by senior ex
10	Campus and External Relations	<ul style="list-style-type: none"> • Strong relations with RCMP • EOC training • Media relations informed 	<ul style="list-style-type: none"> • Internal dissemination of information poor
11	Financial Resources	<ul style="list-style-type: none"> • Funding challenges for training and PD 	<ul style="list-style-type: none"> • Funding priorities identified through collaborative process
12	Technology	<ul style="list-style-type: none"> • Database and security system established for student confidentiality 	<ul style="list-style-type: none"> • Inadequate database • Inability to code and track categories of issues • May have inconsistent practice across campus
13	Facilities and Equipment	<ul style="list-style-type: none"> • Compliance with relevant legal and institutional requirements 	<ul style="list-style-type: none"> • Inadequate facilities to support goals • Security of all records inadequate • Inadequate internal evacuation system in event of need for lockdown • People with mobility issues may have access issues
14	Assessment and Evaluation		<ul style="list-style-type: none"> • Lacking systematic plans for internal and external accountability • No process to measure outcomes and ensure comprehensiveness • Data collection unmanaged • No comparison to institutional mission

CAS

Work Form

Follow-Up Actions

Describe the current practice that requires change and actions to initiate the change

Practice Description	Corrective Action Sought	Task Assigned To	Timeline Due Dates
Mission Statement	Develop Mission statement for SCP or ensure that Student Services Mission Statement includes principles	Nancy + all	
Program	Promote SCP, and its relevant policies	Nancy	
Leadership	1. Disseminate information about SCP by visiting departments and Faculty Counsels 2. Update Database	1. Nancy 2. SS Support Staff	
Human Resources	1. Proactive approach to technical support for database 2. Support Staff training in database support 3. Salary Levels – reclassify jobs 4. Encourage Professional Development	1. SS Support Staff 2. HR 3. JJE 4. Nancy and Darrel	
Ethics	1. Develop statement of ethical practice or include in SS Mission Statement 2. Review all SS record keeping for security 3. Review policies for compliance to Principles Nat Just	Nancy + all 2. Nancy and Coordinators 3. Nancy and PWG	
Legal Responsibilities	1. Develop consistent team protocols and meeting procedures 2. Develop website or other means of providing updating info to employees re changes of laws, policies, etc in regards to SCP	1. Teams 2. Nancy + IT	

Equity and Access	<ol style="list-style-type: none"> Promote processes for establishing balance in student participation in policies and proc and other activities Ensure access issues are addressed 	<ol style="list-style-type: none"> Policy committee Human Rights Committee and DS 	
Diversity	No recommendations at this time		
Organization and Management	<ol style="list-style-type: none"> Educate community about SCP and other teams Define reporting structure of SCP and Teams 	<ol style="list-style-type: none"> Nancy Exec 	
Campus Ext Relations	<ol style="list-style-type: none"> Develop system for dissemination of crisis/emergency info internally 	Collaborative effort from integrated teams	
Financial Resources	'Earmark' funds for appropriate training to manage risk	Exec with input from teams	
Technology	Complete database and maintain. Use it to track trends and develop policies and responses to trends	SS Exec dir Staff	
Facilities and Equipment	<ol style="list-style-type: none"> review current facilities for optimal service for student use Ensure all areas have secure files Develop protocols in the event of 'lock down' Ensure people with disabilities are taken care of 	Each area	
Assessment and Evaluation	<ol style="list-style-type: none"> Develop protocols to measure outcomes Manage data collection Review all processes for alignment with institutional mission 		

