Office of Student Affairs
Five-Year Strategic Plan

AUGUST 2013
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Preamble

The UNC Eshelman School of Pharmacy Office of Student Affairs (OSA) seeks to be the preeminent office of its kind. Further, the OSA complements the School’s academic enterprise by providing consistent, holistic, student-centered services from recruitment through commencement. This support beyond the classroom fosters development of professional and graduate students through targeted advising, mentoring, and career/professional development programs.

The purpose of this document is to chart the OSA’s course for success as it strives to be a leader in student affairs services and programming. This is achieved by identifying core objectives for the office, presenting strategies to reach these objectives, and defining key performance indicators that will measure the success of the OSA.

The OSA is an extension of the Office of Professional Education, and its director reports directly to the assistant dean for professional education. It comprises six student-affairs professionals, each with specified areas of responsibility. The office functions as a cohesive unit where teamwork, collaboration, and innovation are not only encouraged, but celebrated.
Vision

To function as the model student affairs office among schools of pharmacy, providing co-curricular experiences to prepare highly differentiated professional and graduate students.

Mission

To maximize students’ professional growth and leadership potential by offering grounded and intentional services, opportunities, and experiences that engage students and foster their learning and holistic development.
Core Objective 1

Implement a seamless, efficient, and technology-driven admissions process that uses various assessment strategies to improve the admissions process.

**Strategies**

1.1 Utilize web-based technology (ex. WebAdmit, School’s website, admissions database, social media) to its fullest extent in an effort to streamline the admission process.

1.2 Streamline communications with applicants, faculty, and staff to ensure efficient flow of information.

1.3 Implement proactive, intentional admissions planning that establishes a firm admissions timeline.

1.4 Implement tools to assess the effectiveness of the admissions program on an annual basis and implement changes accordingly.

1.5 Develop a new professional admissions database and supplemental application that meet the tracking and reporting needs of the OSA.

1.6 Develop web-based approaches for accommodating prospective student inquiries (e.g. streaming videos, periodic live chat sessions, vibrant web tools, etc.).

1.7 Ensure a seamless transition process for incoming students through use of effective, accurate, and timely information-sharing and communications (new student website, email blasts, WebAdmit, etc.).

**Key Performance Indicators**

- New admissions database is developed by June 1, 2014.
- Establish real-time, bi-weekly chat sessions by the 2013-14 admissions cycle.
- Survey annually applicants who decline admission offers during each admissions cycle to determine areas for improvement in the admissions cycle.
- At least eighty percent of applicants who are offered admission satisfied with all aspects of the admissions process.
Core Objective 2

Recruit and enroll the best and brightest future pharmacists and pharmaceutical scientists through a strategic and relationship-focused recruitment plan.*

**Strategies**

2.1 Work synergistically with individual School divisions to supplement their recruitment efforts.

2.2 Develop relationships with campus-specific advising offices and first-year experience programs to generate ideas and implement strategies to attract students to pharmacy and pharmaceutical sciences as careers.

2.3 Establish relationships with undergraduate admissions offices to gather ideas and implement strategies to attract students to pharmacy and pharmaceutical sciences.

2.4 Establish relationships and plan programming with key faculty and staff at the department level that will have the highest potential applicant yield.

2.5 Establish relationships and plan programming with undergraduate honors and scholars programs and develop strategies to reach students in these programs and attract them to pharmacy and pharmaceutical sciences.

2.6 Work with content- and career-specific clubs and organizations to offer programs on pharmacy and pharmaceutical sciences as a profession and admissions information.

2.7 Strategically and efficiently use social media to reach prospective students.

2.8 Grow the School’s online recruitment presence.

2.9 Hold targeted site visits and programming.

2.10 Establish bi-weekly School tour dates utilizing recruitment ambassadors (Pharmacy Fridays).

**Key Performance Indicators**

► Increase the number of students who apply and enroll from target feeder schools.

► Hold at a minimum two individual site-based recruitment programs or site visits at target feeder schools annually.

► Recruitment impact data is available for all activities to foster strategic decision-making.

► Increase the number of prospective students visiting the School through Open House, Pharmacy Fridays, and related events.

► Increase the group membership of the Prospective Students Facebook page.

* — The recruitment initiative is a shared venture between the Office of Student Affairs and the Recruitment Committee (comprised of faculty members). Primary responsibility for the initiative lies at the committee level. The Office of Student Affairs acts in a facilitative role.
Core Objective 3

Create a highly functional, technology-driven registrar’s office that meets the needs of students, faculty, and staff while managing records and enrollment for the School.

Strategies

3.1 Utilize technology to its fullest extent in reaching registrar objectives (digitizing student records, developing online forms and course scheduling tools, new course proposals, etc.).

3.2 Stay informed of ConnectCarolina portal developments/capabilities and integrate them as appropriate with in-house registrar policies and procedures.

3.3 Make full use of ConnectCarolina reporting features to manage enrollment data and generate reports.

3.4 Implement proactive, intentional registration planning with an annual timeline, including course scheduling and position-specific deadlines collaborating closely with faculty to improve efficiency.

3.5 Streamline communications with faculty, staff, and students.

3.6 Develop and revise workflows for the registrar’s office that will provide standard operating procedures, which in turn will serve stakeholders appropriately and efficiently.

3.7 Manage and guide the progressions process for enrolled students, including tracking and monitoring progressions issues.

Key Performance Indicators

► All new student records digitized by August 1, 2014.

► All registrar workflows established and implemented by August 1, 2014.

► At least eighty percent of students are satisfied with registrar and course registration processes as indicated on end of year survey.

► Enrollment, progressions, and graduation data for professional and graduate students are accurate and readily available at all times.

► Student groups (PY1, PY2, PY3, and graduate students) established and updated annually (on census date each term) in Connect Carolina to ensure accurate reporting.
Core Objective 4

Foster a culture of excellence in advising and mentoring anchored in collaborative relationships and which provides students with a firm foundation for self-reflection, goal setting, growth, and achievement. (School’s Strategic Plan, Objective 1.3/3.7)

**Strategies**

4.1 Identify and promote advising and mentoring-related learning objectives from both the faculty and student perspectives.

4.2 Re-examine and modify current advising and mentoring models to maximize the impact of the program.

4.3 Cast new corporate advising and mentoring mission, objectives, and culture for students and faculty.

4.4 Develop a comprehensive assessment model for the advising and mentoring programs which incorporates feedback from all School stakeholders.

4.5 Develop and maintain functional, accessible, online resources for both advisors and advisees.

4.6 Provide professional development workshops and round-tables for faculty advisors.

4.7 Recruit advisors who are passionate about advising and share the School’s advising vision (internal and external).

4.8 Incentivize (through award and recognition) high quality, impactful faculty advising.

**Key Performance Indicators**

- Starting in fall 2013, plan and hold at least one advisor development workshop each semester.
- Create a uniform advising syllabus to share learning outcomes and advisor/advisee responsibilities while also legitimizing the practice.
- Increase the number of new faculty advisors (grow the advisor pool) to maintain a maximum of 10:1 advisee/advisor ratio.
- Eighty percent of advisors are satisfied with the support, training, and guidance provided by OSA.
- Seventy-five percent of advisors attend at least one professional development workshop each semester.
- Eighty percent of students believe that faculty advising and mentoring significantly impacts their professional and career development (School’s Strategic Plan, Objective 1.3).
- Establish an annual advising award by spring 2014 to be presented at the School’s Awards Ceremony.
Core Objective 5

Ensure an appropriate depth and breadth of career, professional, and leadership development programming to allow students to become directed and confident consumers of their career aspirations.

Strategies

5.1 Develop programs, partnerships, and opportunities to share the diversity of career options with student pharmacists.

5.2 Promote activities that help students refine CVs, sharpen interview skills, and leave a manageable digital professional footprint.

5.3 Develop a mechanism for tracking placement of students upon graduation that is then updated regularly through the alumni office (School’s Strategic Plan, Objective 1.3).

5.4 Expand the areas of postgraduate training and job placement that our students pursue (School’s Strategic Plan, Objective 1.3).

5.5 Design and implement programs to develop students as leaders (School’s Strategic Plan, Objective 1.3).

5.6 Team with the Office of Experiential Education to synergize targeted professional and career development programs and initiatives.

Key Performance Indicators

► Career placement data is available on all professional and graduate students upon exit from the respective programs (School’s SP Obj. 1.3 and 3.7).

► Track placement of graduates in leading research organizations within academia, government, and industry (School’s Strategic Plan, Objective 3.7).

► Eighty percent of graduating students feel prepared for post-graduate work or study.

► Starting in fall 2013, provide one OSA-sponsored career development program or workshop each semester.
Core Objective 6

Actively guide and support student clubs and organizations as they seek to maximize intentional student involvement, leadership development, and growth through associated membership and participation.

**Strategies**

6.1 Provide targeted development opportunities that support both organization advisors and student leaders in their respective roles.

6.2 Encourage student leaders to engage in state, regional, and national leadership roles and committee representation.

6.3 Encourage the participation of graduate students and postdoctoral trainees in national and international student organizations (School’s Strategic Plan, Objective 3.7).

6.4 Develop a structured process to track organization activities, as well as student involvement, outreach, awards/honors, and scholarship at the state, regional, and national levels.

6.5 Serve as a resource to support both organization advisors and student leaders in their efforts to guide their respective club/organization.

6.6 Create a culture of shared understanding among students to help them recognize the importance of intentional involvement, leadership, and service.

6.7 Encourage student immersion within the co-curricular experience.

**Key Performance Indicators**

- Increase the number of students serving as elected officers or on committees of national and international societies and research organizations each year (School’s Strategic Plan, Objective 3.7).

- Assemble a student organization taskforce to examine structure, to determine how to best align with the new curriculum, and to maximize the opportunity for career, professional, and leadership development.

- At least eighty percent of students satisfied with student organizations and administration of student organizations.

- At least eighty percent of organization advisors satisfied with support from OSA.

- Increase the percentage of students who believe active organizational involvement contributed to their growth and development.

- Increase the number of student awards, recognitions, publications, and presentations.

- Increase the number of graduate students receiving competitive awards (travel, research) from national and international societies each year (School’s Strategic Plan, Objective 3.7).
Core Objective 7

Foster an office culture that empowers staff members to continually develop an appropriate skill set and knowledge base regarding student affairs administration.

**Strategies**

7.1 Encourage staff to actively engage in School- and University-based training and development that directly corresponds to their position duties.

7.2 Encourage position-specific and professional goal setting and monitoring.

7.3 Set expectation for professional staff to engage in scholarship and present at regional and/or national meetings.

7.4 Encourage and support staff to connect with relevant professional organizations (membership, committee work, etc.).

7.5 Ensure adequate cross training and succession planning to support the ongoing success of the unit.

**Key Performance Indicators**

- Each staff member to attend one position-relevant workshop, seminar, or webinar per semester.
- Goal setting and professional planning is an integral component of annual evaluations.
- One form of scholarship (poster, manuscript, presentation) originating out of the OSA annually.
Office of Student Affairs
Organizational Chart

Assistant Dean for Professional Education

Registrar

Coordinator of Admissions

Admissions Specialist

Student Affairs Specialist

Assistant Dean and Director of Graduate Studies

Director of Student Affairs

Assistant Director of Student Affairs