GOAL #1 – Foster Student Success

Academic Affairs, through the colleges and departments, will foster student success through experiential learning and high impact practices.

Outcome 1.1 Promote experiential learning for our face-to-face undergraduate students through the creation of the Mary Virginia Terry Center for Experiential Learning in accordance with the Quality Enhancement Plan (QEP).

Strategies:

1.1.1 By fall 2025, offer at least 50 experiential learning endorsed course activities and programs (Research and Creative Inquiry, Global Citizenship, or Servant Leadership - Community Engagement). (Lead: Experiential Learning Advisory Committee)

1.1.2 By fall 2025, ensure that 1,000 students (cumulative) participate in experiential learning opportunities. (Lead: Experiential Learning Advisory Committee)

1.1.3 By fall 2027, at least 70% of student participants achieve "High Impact Level 3" or higher for at least one of the three student learning outcomes on the QEP written reflection rubric in the Experiential Learning endorsed courses. (Lead: Experiential Learning Advisory Committee)

Outcome 1.2 Infuse undergraduate curriculum with High Impact Practices (HIPs).

Strategies:

1.2.1 By summer 2023, create a framework for the endorsement of High Impact Practice courses. (Lead: General Education Council)

    1.2.1.A By fall 2027, endorse three different types of HIPs courses each year until all eleven types are endorsed. (Lead: General Education Council)

1.2.2 By fall 2024, redesign the General Education requirements including offering First Year Seminar Experience (FYSE) courses. (Lead: General Education Council)

1.2.3 By fall 2023, launch a pilot of the intra-university Common Experience using a shared theme such as a Common Read, volunteer experience (beginning in FYSE). (Lead: General Education Council)

1.2.4 By fall 2027, increase the number of undergraduate students participating in the Undergraduate Research Symposium to 400 students. (Lead: Undergraduate Research Council in collaboration with departments)

Outcome 1.3 Measure effectiveness of the new undergraduate advising model. (Target: all undergraduate students – online and face-to-face)

Strategies:

1.3.1 By fall 2023, offer faculty development training focused on the role of advising. (Lead: CELT in collaboration with the Director of Advising)

1.3.2 By spring 2024, develop, in all undergraduate programs, a program-oriented faculty-student advising system that aligns with the university-wide undergraduate advising model. (Lead: Department Heads)

1.3.3 By spring 2026, begin surveying students in all modalities, faculty advisors, and professional advisors for effectiveness of the new advising model. (Lead: Office of Academic Affairs)

GOAL #2 – Cultivate Diversity, Equity, and Inclusion

Academic Affairs, through the colleges and departments, will facilitate an inclusive environment for all our faculty, staff, and students.

Outcome 2.1 Increase support of diversity and equity by implementing awareness strategies.

Strategies:

2.1.1 By summer 2023, develop the "Academic Response Plan" i.e., a guide for faculty to utilize in the classroom when a controversial issue arises in the community or spontaneously in the classroom. (Lead: Academic Affairs Diversity Task Force)

2.1.2 By fall 2023, disseminate the findings from the survey conducted by the Academic Affairs Diversity Task Force under the 2018-2022 AA Strategic Plan and implement action steps. (Lead: Academic Affairs Diversity Task Force)

2.1.3 By spring 2024, based on the findings of the survey, offer diversity trainings aligned with current trainings offered by the Employee and Organizational Development office (EOD) and Center for Excellence in Learning & Teaching (CELT). (Lead: Academic Affairs Diversity Task Force in collaboration with EOD and CELT)

Outcome 2.2 Increase the retention of underrepresented and historically marginalized faculty.

Strategies:

2.2.1 By fall 2023, develop a database that reflects the retention rates and reasons faculty from diverse backgrounds leave VSU. (Lead: Academic Affairs Diversity Taskforce)

2.2.2 By fall 2023, survey the needs of faculty from diverse backgrounds. (Lead: Academic Affairs Diversity Taskforce and Faculty Success Council)

2.2.3 By spring 2024, make recommendations to relevant stakeholders based on the faculty survey findings. (Lead: Academic Affairs Diversity Taskforce and Faculty Success Council)

2.2.4   By fall 2024, create a repository of resources on the Academic Affairs webpage that supports faculty diversity and inclusion. (Lead: Academic Affairs Diversity Taskforce)

GOAL #3 – Impact Regional Progress

Academic Affairs, through the colleges and departments, will expand opportunities to invest in regional progress with our community partners.

Outcome 3.1   Develop partnerships with regional businesses and industries.

Strategies:

3.1.1   By March 2023, collaborate with the Center for South Georgia Regional Impact and the advising centers to recruit undergraduate students for the Emerging Leaders program. (Lead: Deans' Council and Council of Department Heads)

3.1.2   By spring 2024, conduct a needs analysis of programs, certificates, or micro-credentials that VSU is suited to offer and that meet the needs of Georgia's workforce and share this data with key stakeholders. (Lead: Adult Learning Committee)

3.1.3   By spring 2024, establish a model that leads from certificate offerings through the Professional and Community Education (PACE) office into college programs. (Lead: (PACE) in collaboration with Deans' Council)

3.1.4   By fall 2027, increase offerings of professional certifications and other trainings through the Professional and Community Education (PACE) office to address industry needs of its skilled employees. (Lead: PACE)

Outcome 3.2 Enhance contributions to our community.

Strategies:

3.2.1   By fall 2027, develop a marketing plan to communicate arts programs to the community through growing partnerships with local and regional arts organizations (Lead: College of the Arts in collaboration with Office of Strategic Communications)

3.2.2   By fall 2027, develop a community digitization, access, and preservation program for historical societies in the region, providing online access through the Vtext repository and linking to partners such as the Digital Library of Georgia. (Lead: Valdosta State University Archives and Special Collections)

3.2.2.A By fall 2024, create a policy document and work plan for how much material can be digitized and then returned to historical society owners, and begin digitization, access, and preservation of at least one historical society's materials.

3.2.2.B By fall 2027, contact 15 regional historical societies and begin at least 5 digitization, access, and preservation projects, starting with Lowndes and adjacent county historical societies.

3.2.3   By fall 2027, establish a series of consistent STEAM (Science, Technology, Engineering, Art & Math) outreach educational opportunities for the K-12 community through partnerships among the STEAM Center, local businesses, and VSU Colleges. (e.g., thematic interactive museums, tutoring, teacher professional development, school field trips) (Lead: STEAM Center in collaboration with the Director of the Center for South Georgia Regional Impact and academic colleges)

3.2.3.A By fall 2027, increase by 25% the yearly average number of individuals served through STEAM Center activities when compared to the yearly average number of individuals served over the previous five years.

GOAL #4 – Sustain Institutional Strength

Academic Affairs, through the colleges and departments, will enhance institutional strength in the recruitment and retention of students and faculty.

Outcome 4.1   Strengthen recruiting and retention resources for online and face-to-face Adult Learners at the undergraduate and graduate levels.

Strategies:

4.1.1   By summer 2023, launch the Adult Learning Committee (USG MOU) to offer resources to programs and departments. (Lead: Associate Provost of Graduate Studies & Research in collaboration with Director of the Adult & Military Programs)

4.1.2   By fall 2023, complete a university self-assessment pertaining to adult learners, sharing the outcomes and recommendations (as appropriate) with relevant key offices. (Lead: Adult Learning Committee)

4.1.3   By spring 2024, develop "Best Practices" guidelines for programs that are designed to include or target adult learners. (Lead: Adult Learning Committee)

4.1.4   By spring 2024, create a guide for student support staff to assist adult learners in translating relevant life experiences into credit for prior learning. (Lead: Adult Learning Committee in collaboration with Admissions and Advising)

4.1.5   By fall 2025, informed by the data generated by the self-assessment and the best practice guides, provide workshops that will prepare faculty to meet the needs of adult learners. (Lead: Adult Learning Committee in collaboration with CELT)

Outcome 4.2 Support the growth of face-to-face, online, and graduate learning opportunities.

<u>Strategies</u>:

4.2.1 By summer 2023, evaluate efficiencies and growth capacity in face-to-face programs and assist with marketing plans for recruitment. (Lead: Department Heads in collaboration with the Associate VP of Enrollment/Student Success)

4.2.1.A Audit the curricula for coursework that can be shared across departments and colleges.

4.2.1.B Explore and suggest possible combined program offerings.

4.2.1.C Evaluate course requirements, such as pre-requisites, in order to remove barriers.

4.2.2 By fall 2027, fully launch the USG approved degree programs for the Online College for Career Advancement (OCCA). (Lead: College Deans in collaboration with eLearning, VP of IT and/or Executive Director of OCCA)

4.2.2.A By fall 2023, finalize course development in all eight existing degree programs.

4.2.2.B By summer 2024, conduct Year 1 course reviews for all course offerings.

4.2.2.C By fall 2024, complete designated SmartPath Core course alignment with OCCA standards.

4.2.2.D By summer 2025, conduct Year 2 course reviews (peer review) for all course offerings.

4.2.2.E By fall 2025 explore and suggest 6 new program offerings in OCCA including developing Interdisciplinary and graduate options. (Deans' Council)

4.2.2.F By fall 2027, achieve Quality Matter certification for 40 courses (10 per year beginning Fall 2023).

4.2.3 By fall 2027, increase graduate enrollment by 15%. (Lead: Associate Provost for Graduate Studies & Research and College Deans)

4.2.3.A By summer 2023, evaluate the requirements of the admission application process and remove barriers.

4.2.3.B By summer 2023, implement an optimal design of Slate and provide training for program admission decision makers to ensure the fastest possible admissions decision-making. (Lead: Graduate School in collaboration with IT)

4.2.3.C By fall 2023, evaluate the growth capacity in graduate programs and develop a plan to refocus resources to areas of growth. (Lead: College Deans in collaboration with department heads)

4.2.3.D By fall 2023, initiate increased marketing of graduate programs and develop strategies for faculty recruitment efforts e.g., online or recorded Open Houses. (Lead: Associate Provost for Graduate Studies & Research in collaboration with the Associate VP of Student Success)

4.2.3.E By spring 2026, increase the capacity of doctoral programs by alleviating barriers in progression to graduation e.g. increase number of faculty serving on committees and coursework that leads to dissertation writing such as action research. (Lead: Doctoral programs, department heads, and college deans)

Outcome 4.3 Support the faculty needed to fulfill the educational mission of VSU.

<u>Strategies</u>:

4.3.1 By spring 2024, survey the needs of part-time faculty. (Lead: Council of Department Heads in collaboration with Faculty Success Council)

4.3.2 By fall 2024, make recommendations to relevant stakeholders based on the part-time faculty survey findings. (Lead: Council of Department Heads with Faculty Success Council)

4.3.3 By fall 2027, increase faculty participation in at least one CELT workshop or activity per year by 5% in each college. (Lead: College Deans in collaboration with CELT)

Outcome 4.4 Demonstrate faculty and student contributions to scholarship.

<u>Strategies</u>:

4.4.1 By spring 2024, contact 100% of academic departments and divisions on campus to solicit faculty submissions for the Vtext repository. (Lead: Dean of Libraries)

4.4.2 By fall 2024, ensure submission of at least 75% of projects from the Graduate Research Symposium, Undergraduate Research Symposium, and Blazer Summer Research Institute into the Vtext repository. (Lead: Dean of Libraries)

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